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ABSTRACT

This final report details the objectives of the institute, operation of the program, and conclusions concerning the entire project. A description of program operation includes specific discussion of: (1) planning, (2) participants, (3) staff, (4) orientation, (5) program operation, and (6) evaluation. The appendix encompasses: (1) brochure and publicity, (2) personal data of the staff and participants, (3) correspondence to the staff, applicants, alternates, participants, and others, (4) schedules, (5) syllabuses, (6) questionnaires, (7) demonstration class letters, student list, and diploma, (8) final grades and diploma, and (9) followup partial evaluation. An abstract of the application for funding is provided. (RL)

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FINAL REPORT ON THE EPDA INSTITUTE FOR ADVANCED STUDY FOR

SECONDARY SCHOOL NATIVE SPANISH TEACHERS OF SPANISH

June 23, 1969 to August 8, 1969

Mario Saquel-Montalva, Director
Associate Professor of Spanish
University of Dayton

The University of Dayton

in cooperation with

The United States Office of
Education, as authorized by
the Education Professions
Development Act

Host Institution:

The University of Dayton
Dayton, Ohio

FL 001 530

ABSTRACT

a) Type of Request: Operating

b) Institution: University of Dayton

c) Name of Director: Mario M. Saquel, Assistant Professor of Spanish

d) Duration of Project: 7 weeks

e) Funds Requested: $67,329.00

f) (1) Educational Needs to be Served

The project attempts to correct the professional deficiencies observed in numerous native Spanish teachers currently working in our classrooms. At the same time it will tend to bring these teachers within the required norms of certification and effectiveness required of American teachers of Spanish. It should thus create an equivalence of justice which when lacking causes harm to one or the other group of teachers, and always is harmful to the students of the language.

(2) Specific Objectives

Our specific objectives are to increase teaching effectiveness in Spanish classes by means of the basic principles of linguistics applied to English and Spanish in parallel, constructive contrasts of both cultures in what is similar as well as what is different in both, the observation of a system of instruction used by an expert, the opportunity to attempt use of this system in a demonstration class subject to the immediate correction and criticism of an expert, understanding and application of

the advantages offered by known audio-visual methods, and practice in oral and written English as a vehicle of communication in the teaching of a foreign language.

(3) Departments Involved in Project

The Department of English in the University of Dayton will make available to the Institute a competent instructor in English as a foreign language. This instructor will serve the Institute in the areas of Composition and Conversation in English.

(4) None. No other financial support proposed for this project.

(5) Narrative Description of the Project

The project consists of instruction in Linguistics as applied to English and Spanish, Analysis of Culture Contrasts, Composition and Conversation in English, the Teaching of Composition and Conversation in Spanish, Techniques of the Language Laboratory, Methods of Teaching, theoretical and applied.

The Institute will be of seven weeks duration. The program will be intensive, with classes held mornings and afternoons on Monday through Friday. It will include other pertinent activities held in the evening and/or on weekends, such as lectures, consultations, films, etc.

The instructional staff will consist of competent professionals expert in their respective areas of work and with vast experience in similar institutes. The program will be held on the campus of the University of Dayton, and participants will be required to live in

University residences together with most of the staff. English-speaking staff and native instructors will be selected from different sections of the United States in order to offer standard American English.

There will be pre- and post-institute evaluation. On the basis of the first evaluation participants will be assigned to homogeneous groups in accordance with their ability in each of the areas of the program. Satisfactory completion of the program will be recognized by the award of an Institute certificate. Participants desiring graduate credit must take final exams and will earn two (2) credits in each area except Techniques of the Language Laboratory, for which one (1) credit will be granted.

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I. INTRODUCTION

The Plan of Operation of the EPDA Spanish Institute for native speakers-teachers of Spanish, grades 7-12, held at the University of Dayton stated the following specific objectives:

1. To increase teaching effectiveness in Spanish classes by means of basic principles of linguistics applied to English and Spanish in parallel.
2. Methods of teaching Spanish to speakers of English, including theory and application.
3. Hispano-American Culture and Civilization as contrasted with the Culture and Civilization of the United States, with emphasis on the anthropological aspects of both, and applied educational psychology as it pertains to the American child.
4. English as a second language with emphasis on spoken and written English as a vehicle of communication in the teaching of Spanish.
5. Understanding and application offered by known audio-visual methods.

The related educational need of this Institute, through its specific objectives, tried to overcome the undisputable fact that many teachers of Spanish across this country are employed by our public schools for no other reason than that they are native speakers of Spanish. But, their culture and formal training are inadequate for the teaching of Spanish, or of any subject other than what may have been part of their professional activities in their native country.

On the pages which follow is recorded as objectively as possible the degree to which we have succeeded in meeting these objectives. Proper cognizance is taken of the written and spoken comments of Staff and participants, and of the Director's first hand observation of Institute activities as they progressed.

II. OPERATION OF THE PROGRAM

1. Planning

The Institute offered five areas of formal instruction, required of all forty participants.

- A. Language skills
- B. Applied Linguistics
- C. Teaching Methods
- D. Hispano-American Culture
- E. Techniques of the Language Laboratory

The Program was planned as the welding together of several past experiences in NDEA Institute work now aimed to be effective in up-grading native teachers of Spanish across the country.

As a main resource of utilization for the developing of this Institute were several experienced members of previous NDEA Institutes held at the University of Dayton, and other institutions, who accepted to be part of the Staff of this Institute.

The University of Dayton presented the Institute with all kinds of facilities, physical and academic, to the extent that we could openly say the Institute "owned" the University of Dayton as a whole from January 2, 1969 to August 8, 1969. The Director held consultations with administrators, members of the Department of English, Chairmen and Faculty of the Department of Languages and the Department of History, the Dean of the School of Arts and Sciences, and with Miss Leona Glenn, Modern Foreign Language Consultant of the Department of Education, State of Ohio.

The Director also attended a Special Media Institute, March 17-21, 1969, at Monmouth College of Education, having there the opportunity to widen his views and acquire new experiences from other experienced Directors of Language Institutes.

The time for planning the Institute and to hire its Staff was most convenient and of enough length.

The facilities given by the Office of Education in Washington, D.C. were the best we can imagine for the time being. The Director always felt assisted and helped, to a large extent, by the Bureau of Educational Personnel Development, Division of College Programs, of Washington D.C. to the point his gratitude for such contributions has been seriously committed.

The general plan for the Institute was fairly well established by experiences acquired in previous projects. There was little or no difficulty in securing a competent Staff. The personnel from the University of Dayton, in many instances, served and helped this phase of the project without remuneration other than their regular salaries. Other persons were willing to work for comparatively small compensation. Publishers and manufacturers of several different audio-visual devices related with the teaching of languages contributed freely and gladly with their samples or demonstrators on different and repeated occasions before and during the Institute.

A more generous supply of funds would make possible a more extensive use of the teaching Staff, and additional Consultants.

Only two minor changes in personnel occurred. The programmed instructor for North American Culture and Civilization in Contrast could not fulfill his commitment with us for personal health reasons and, economical ones. But, we had plenty of time to make the necessary arrangements with the History Department of our University, and it was possible to obtain the services of Dr. George J. Ruppel, Professor of History of the mentioned department of the University of Dayton. Another change occurred when Dr. Paul Peterson, programmed to come to the Institute for a period of three or four days to lecture, for personal reasons could not make it. We also had ample time to arrange for three other lecturers, at minimal cost, to replace that part of the program.

2. Participants

Applicant response was overwhelming. We received more than 400 inquiries and applications for this Institute. This would confirm the need for this kind of Institute and shows a real interest and need for short term programs of this nature.

We received applications from all parts of the country, territories and possessions, from Alaska to Hawaii, Guam, Puerto Rico, and other locations. The applicants were native speakers from Mexico and Central America, the Caribbean, South America, Spain, and the Philippines.

In choosing applicants we eliminated those Mexican-Americans and Latin Americans who had been born in the United States. All these people considered themselves native speakers since Spanish is their first language and English only a second one, generally ill-mastered. None of all those applicants who are technically native speakers had ever attended or received training from NDEA Institutes. Many of them complained because they had been rejected continually from those Institutes for no other reason than their nativeness. First consideration was given to those who met the criteria for admission set in our Project and brochure and were foreign born. Within this first consideration we took special care to select those who showed greater teaching responsibility in their schools and notorious absence of pedagogical training.

The participants were in the following age groups:

20 - 25 - 3
26 - 29 - 3
30 - 39 - 14
40 - 49 - 14
50 - 59 - 6
60 - 65 - 0

Their country of origin is as follows:

Argentina - 2
Chile - 1
Columbia - 2
Cuba - 18
Ecuador - 1
El Salvador - 1
Mexico - 3
Peru - 2
Philippines - 1
Puerto Rico - 3
Spain - 5
Uruguay - 1

Their state residence is as follows:

California - 2
Delaware - 1
Hawaii - 1
Illinois - 1
Indiana - 2
Kansas - 1
Maryland - 1
Nebraska - 1
New Jersey - 5
New York - 13
New Hampshire - 1
North Carolina - 1
Ohio - 1
Pennsylvania - 3
Puerto Rico - 2
Washington - 2
Wisconsin - 2

We deliberately chose four who were a little more proficient. As it turned out several had much less ability than their self-evaluation indicated, and vice versa.

Each application was scrutinized by the Chairman of the Language Department, Dr. James M. Ferrigno, and by the

Director as soon as it arrived. Applicants were notified by letter whenever they did not meet our stated criteria, or whenever necessary items of information had not been supplied. Applicants who met our criteria were examined by two members of the Department of Languages and by one member of the Department of English of the University of Dayton. Two of these Professors were also Institute Staff members. The Director and the Chairman of the Department of Languages made final selection of participants and alternates.

The group had a wide range of professions, but worked together harmoniously, and showed to be very congenial. None had had recent courses in Foreign Language Methods, few of them had had some particular training in English, and none had had any training in Laboratory Techniques, North American Culture and Civilization, and Linguistics. None had the opportunity to make use of in-service programs in their schools.

There was enough ability and talent among the participants to provide the additional spark needed to make class work more interesting and inspiring. Only a minority of them had had any other kind of teaching experience in their native countries.

There were sixteen ladies and twenty-four gentlemen, drawn from private and public high schools, teaching Spanish in grades 7-12. They represented village and city schools and the average ethnic composition of all those students was:

White - 84.55%
Negro - 5.92%
Other - 4.78%

The student body being taught by the participants was composed of an average of 13.82% from families marked by economic poverty.

20 participants knew something about the objectives of the Education Development Act before coming to the Institute.
38 of them felt they applied for the right Institute.
23 of them had never been in residence at any North American College.
7 had, up to 5 years ago, attended North American Colleges.
4 up to 10 years ago attended North American Colleges.
3 up to 15 years ago attended North American Colleges.
1 up to 20 years ago attended North American Colleges.
2 up to 25 years ago attended North American Colleges.

7 participants have never received formal University education in their own native countries.
1 received University education up to 5 years ago.
12 received University education up to 10 years ago.
4 received University education up to 15 years ago.
10 received University education up to 20 years ago.
2 received University education up to 25 years ago.
4 received University education up to 30 years ago.

Regarding the number of participants, the Staff of the Institute in general, and the Director, felt that it was a pity to limit the expenditure of almost $70,000.00 for only 40 participants. At the close of the Institute, during the last meeting for general evaluation, the unanimity of the Staff agreed upon the point that it could be perfectly possible to impart instruction of the same quality to double the number of participants with almost the same budget granted for only 40; the physical facilities of the University also would be able to hold 80 participants with no troubles at all.

We are glad to inform you that as we have described the quality and origin of participants, their achievements showed a complete success regarding the specific objectives and the related educational need intended. Should we have another Institute with 80 participants, only two additions would be needed: a) an Assistant Director to help with the administrative load and b) an extra instructor to divide the course of Culture and Civilization in Contrast into two different shaded branches; one for North American Culture and Civilization and the other one for Hispano-American Culture and Civilization.

3. Staff

Our greatest strength was the Staff. All but four were with us in last summer's NDEA Institute either as a Staff member or as a participant. We unhesitatingly would invite all back to a subsequent Institute.

Previous discussion, correspondence and meetings for frequent consultation maintained continued involvement. There was no divergence in theory or methods of approach. All knew what was to be accomplished, and each made a significant contribution in his own particular area.

A. The ratio of Staff members to participants was 3.6 participants per Staff member,
B. 20 participants per administrative Staff,
C. 4 participants per teaching Staff member,
D. 40 participants per Director.

There was no Assistant Director. The administrative load, however, was such that in a subsequent Institute an Assistant Director will be included.

Considering the key of Superior - 6, Very Good - 5, Good - 4, Fair - 3, Poor - 2, Very Poor - 1, to evaluate content, presentation, schedule, and importance to participant's needs, we may say that all the instructors were rated from good to superior in all items, with only one exception for content, rated as Fair. (See Evaluation Questionnaire in Appendices)

Three members of the Institute Staff were also members of the University of Dayton Faculty. Relations with visiting Staff were excellent at all levels, academic and social. Institute Staff meetings were held every week, from the beginning, to discuss problems, to evaluate progress of individual participants, and to make necessary changes in the schedule or in participant groupings. Several gatherings were held as general meetings comprising Institute Staff members and the participants to deal with subjects of general interest in which the opinion of the participants was strongly requested.

More than two months in advance, the Staff was sent a complete set of the specific objectives of the Program and the target related educational needs to be serviced. They were requested to contact the other members of the Staff in order to connect their activities and relate their methods and purposes with every other member of the Staff. Intense and frequent correspondence was exchanged among them. The result of this activity was that during the first meeting every instructor knew exactly what he was supposed to do and what he should expect from the other members of the Staff, and at the same time, the necessary inter-relations of the subjects had been perfectly established. No member of the Staff felt overloaded because the ratio was exceedingly convenient, and instructors deemed possible to perfectly handle double the number of participants due to the organization of the Program and the clearly established purposes and methods.

4. Orientation

As soon as the selections were made, an intense correspondence started between the Director and the 40 participants. Before selection, all applicants were instructed individually how to fill out their applications and after the selection they received a bibliography for pre-Institute and Institute reading. Detailed memorandums were sent in order to inform them on topics such as dates, location of the Institute, arrival time, buildings, meals, housing, clothing, weather, program, classes, registration, stipends, audio-visual materials, guests, recreational activities and facilities, religious services, and mail and telephone numbers and addresses.

On the first day of the Institute a general meeting took place during which each member of the Staff addressed the participants with remarks concerning their fields, methods of working, class schedules, books or texts, and miscellaneous. Participants had the opportunity to question the instructors on any related subject. Disciplinary rules were established at that time in a very firm and clear way. Many other meetings took place during the course of the Institute. However, none of them was due to lack of understanding or observance of the rules pre-established during the first meeting.

Each member of the Staff, having a private office and private telephone, was able to hold all kinds of consultations with any participant at any time. The Director and the participants had daily occasion to talk freely and directly.

We can say that the Orientation Program was an excellent one and the way in which it was conducted prior to and during the Institute produced all the desired benefits we had in mind. This is reflected as follows: a) no disciplinary problems of any length or gravity arose during the Institute, b) the morals, and morale of the Institute kept a high standard, and c) participants accepted the organization and disciplinary rules, although strong for their age and situation.

5. Program Operation

The specified program objectives were met totally as far as they could be measured at the time of the final meeting of the Institute Staff. They showed and proved to be perfectly well related with a great deal of effectiveness, and each content of the program was strongly and intentionally related to different systems of schools and a variety of classroom situations, all of them aimed to the better student learning.

The formal program of the Institute consisted of the following courses and workshops:

APPLIED LINGUISTICS

Professor Esteban Egea 5 hours weekly

Texts: Buchanan. Programed Introduction to Linguistics

Politzer and Staubach. Teaching Spanish with a Linguistic Orientation

This area was taught in English and was devoted to some fundamental notions in Linguistics and Applied Linguistics and to a systematic description of Spanish phonology, morphology, syntax and lexicon in contrast with English. Emphasis was placed on the points of interference and the proper use of drills for their prevention and correction. Some basic notions of the evolution of Spanish from Latin (Historical Linguistics) were also given.

Because the group of participants had not had any previous experience with Linguistics, their reaction to the subject was not favorable at first. Many of them felt somehow frustrated and overwhelmed by the subject matter. Later on this attitude improved, especially when the instructor and native informants provided extra help in the evenings.

English and Spanish were systematically compared through illustrations from both languages, and also from other modern foreign languages and hypothetical languages. The visual aids used effectively led to a better understanding of the material taught and read.

Out of this course came the coordination of pattern practice and phonetics practice in the laboratory. As a result we featured two experiments: a) film experiment in conjunction with the English instructor. This experiment consisted of the recordings of spontaneous speaking using a film as a visual cue, and b) the transcription experiment. This one consisted of the transcription of an English text from a dictaphone in the laboratory, practice of the same in its written version by means of an overhead projector and finally re-transcription of the text to see the improvement in the decoding of speech sounds. The instructor of methods of Spanish Composition acted as an observer in both cases. The results of these experiments were profitable for the participants, and they enthusiastically responded to both experiments.

We may conclude that the result of the film experiment has convinced us that such a technique is ideal for developing fluency in the production of language, and that the transcription technique is invaluable at an initial training program to concretely internalize the combination of the four language skills.

Once more we point out that the coordination of Linguistics with Methods and the Demonstration class was of the highest value for the participants. Finally, Linguistics was also coordinated with the Language Laboratory Techniques and Workshop especially for the recording of scripts or pattern drills. The participants were provided with fundamental notions for the making of pattern drills and with topics for the scripts. The willingness and cooperation of the instructor of Laboratory Techniques was outstanding and thus, again, it was possible to produce a perfect team-teaching combination.

DEMONSTRATION CLASS

Professor Sid Guillén

5 class periods and 2 laboratory sessions per week

Text: O'Connor, et al. Entender y Hablar

and

METHODS WORKSHOP

Professor Sid Guillén 5 hours weekly

Text: Lado. Language Learning

The Methods, Demonstration, and Spanish Composition, and Linguistics courses achieved a high degree of success and coordination. The material presented in these areas was selected for its immediate practical value to the participants. The quality of the Demonstration Methods area was evaluated almost daily by means of discussions and/or written critiques in which the participants and Staff members (Linguistics and Spanish Composition) took a very active part.

The Demonstration class was composed of 24 students from the 6th through the 9th grades, although most of them were in the 7th and 8th grades. In addition to the regular Demonstration teacher, the class was taught by Miss Sheryl Klein (North American Native Informant), and the 24 participants (two per day). These participants had to plan their lesson segments together, after having observed the previous class and consulted with the teacher of that day.

The laboratory sessions were supervised by the Demonstration teacher and five participants. Each laboratory session was followed by a short discussion about the procedures involved in effective laboratory techniques, e.g. correction of student errors, length of laboratory sessions, grading, etc.

Summarizing, the accomplishments of this Demonstration class were as follows:

21 of the students had perfect attendance.
1 student failed to finish the course, (nevertheless she attended five weeks.
18 of the students did either A or B quality work.
0 did F work.

HISPANO-AMERICAN AND NORTH AMERICAN CULTURES AND CIVILIZATIONS IN CONTRAST

Brother George J. Ruppel 5 hours weekly

Text: Arciniegas, Germán.
El Continente de Siete Colores

In this area there was no particular text to follow. For the planning of this course consultations were held with the School of Education, the Foreign Student Advisor's Office, the Psychology Department, the Political Science Department, and the Office of International Education of the University of Dayton. Basically the course was composed by the instructor with the aid of those consultants and several books and works written in different fields about all kinds of relations, situations, and institutions peculiar to all Latin American countries and the United States.

The great mixture of participants was a real challenge in this cross cultures course. Very few participants handled English and Spanish well enough for this course, and knew very little Latin and United States American history. It was observed that most of them had some knowledge about the culture and history of their own country of origin.

At the beginning of the course it was perfectly noticeable that there was a general distrust and some pervasive feeling against the presentation of both cultures in contrast. We could see that some participants were clearly and openly hostile toward the United States of America. The previous statement was proved by a first quiz presented to the participants. At the end of the Institute a similar quiz was given to the participants. The number of questions was greater and among those questions were included several that had been the source of strongest dissent at the beginning of the Institute. At this moment it became evident that almost the totality of the participants had undergone a tremendous change in attitude toward North America as a whole and North Americans as individuals. It was noticeable that the common generalizations and cliches in use to describe certain aspects of the United States of America's culture and civilization had been destroyed by virtue of their own reasoning, after paralleling what was shown to them in existence in their own particular countries and what exists as a correspondent situation in North America.

This course was also taught in English and the reluctance of the participants toward the use of English that we noticed at the beginning of the Institute, firmly though slowly, was disappearing as they discussed political, historical, sociological, economical, and educational problems during the class. Some outstanding papers were presented by the participants, on a voluntary basis, about those topics.

ENGLISH CONVERSATION

Professor John J. McNally	3 hours weekly
Mrs. Lynda Lou Kagey	Miss Sheryl Klein
Mrs. Ruth C. Purmalis	Mr. Harold J. Hoffmann

Content to be drawn from Culture and Civilization lectures.

This class met 40 minutes a day, 5 days per week, in 8 groups of 4 to 6 students. For the first 4 weeks the schedule was as follows:

MTW - Guided Conversation
Th - Free Conversation
F - Composition

During weeks 5 and 6, the schedule was altered somewhat to permit more time for Guided Composition:

MTW - Guided Conversation
Th, F - Composition

In Guided Conversation classes, students were drilled on pronunciation, new conversational structure and practice of them. Classes were small enough to permit everyone to actually speak in chorus and individually, many times in a single period. North American native informants, selected from different geographical areas in the United States, made corrections on the spot and devised drills to help students practice correct utterances. For Free Conversation class the small groups were combined into groups of 8 to 10 and met with two native informants who drew material from lectures in the culture class, films and current events. The native informants posed a series of questions to give each discussion a frame of reference. While one of the informants was responsible for keeping the discussion moving, the other one kept track of errors on sheets of transparent material. During the final 15 minutes of the 40 minute period, these errors were projected on a screen, and drills were conducted to instill correct habits in those making the mistakes.

ENGLISH COMPOSITION

Professor John J. McNally   3 hours weekly

Mrs. Lynda Lou Kagey   Miss Sheryl Klein
Mrs. Ruth C. Purmalis   Mr. Harold J. Hoffmann

Text: Roberts, Paul. English Sentences

During the first 4 weeks Composition was held once a week though students were required to write two short assignments, one for Friday and one for Monday. These assignments were used as the basis for classroom discussion and drills. Informants used a variety of activities to effect participants' learning: discussions, spot dictation, regular sentence dictation, paraphrasing, transformation, pattern drills, etc. In weeks 5 and 6, two groups of approximately 20 students were taught (as a group) on Thursdays and Fridays. In these classes the instructor presented the basic sentence patterns of English and provided an opportunity for students to emulate the pattern models with sentences of their own. He also provided practice in pattern expansion, (modification) in class and through assignments. On the final class day for Composition, the coordinator presented students with a model job application letter and personal data sheet. The material was distributed and discussed in terms of what constitutes a good letter and what constitutes a good, strong, data sheet (resume).

English conversation and English composition classes were closely coordinated with the material and activities of the patterns class and the phonetics laboratory and linguistics. In other words, structures introduced in guided conversation were drilled in patterns class and reinforced by tapes in the Laboratory.

Several of the methods introduced to participants in their Spanish Composition class were tested on them (as students) in the English Composition class. This was done to give participants a better idea of what difficulties their own students encounter when they are asked to write.

We had to minimize an early attempt to coordinate English class material with the Cultures and Civilization class when we encountered too many difficulties trying simultaneously to: (1) handle Culture items being discussed by the instructor of Culture and Civilization and, (2) introduce phonetic and structural material of the target language. The decision was to emphasize the language material at the expense of the cultural content.

The English program strengths were the following:

a) There was considerable coordination between the English conversation and composition classes and the classes in patterns and phonetics.

b) Many classes, especially in free conversation, were team taught.

c) The content of the course was selected on the basis of the participant's need.

d) Participants were grouped on the basis of TOEFL results and personal interviews of participants by informants.

e. Structuring and planning of the course was flexible, enabling the instructor to meet at least once a week with the informants to up-date and re-shape plans to best effect the teaching-learning relationship.

f. The instructor was able to visit every class every day to insure teaching effectiveness and to coordinate the various components of his program.

g. The intonation exercises in the guided conversation class were always handled by the English instructor, insuring continuity of model in the target language.

h. The instructor and the native informants had a very pleasant professional relationship. All differences of opinion were solved in the most professional way.

i. The cooperation between the English instructor and the linguistics instructor in various experiments, such as the film experiment and the audio-visual experiment, was paramount and outstanding.

The English program suffered from some weaknesses such as the lack of enough time to do the many things that needed to be done, which accounts in large measure for the other weaknesses mentioned below.

a. The native informants were not sufficiently familiar with the text books in the course.

b. The English instructor was not sufficiently familiar with the text used in the patterns and phonetics classes.

In stating an overall evaluation of this field we should say that the program met with considerable success, especially in that participants became very aware of the need to improve their English. More than two-thirds of the participants showed improvement in their TOEFL scores from June 24th to August 6th. Among the one-third or less who either remained at the same score, or whose scores were lower, were those six whose original scores were quite high. This is encouraging since those whose scores are higher on such tests are generally expected to improve less dramatically and may even show some decrease in their score due to the variability of test items from one test to another. All factors considered, the TOEFL results show considerable improvement in that when raw scores are considered (actual test items answered correctly), over 70 percent of the participants showed improvement, whereas less than 10 percent of the participants showed a significant decrease.

SPANISH COMPOSITION

Professor Mary Lou Scalise 2 hours weekly

Mr. Ben DeSalvo Professor Esteban Egea

Text: Richard, Frederick S. and Krutzfeldt, Guillamo. Writing Modern Spanish

The class met 5 days per week in two groups of 20 each. The group was presented with various methods of teaching composition on the upper levels.

After the first week, we realized the short-comings of a great percentage of the participants in comprehension of lectures being presented in English and subsequent deficiency of self-expression. Therefore, all was not accomplished that was expected to be presented in the 7 weeks.

Certain alterations of course syllabus of specific areas were made. This enabled the instructor to present to the participants, in conjunction with the Demonstration and Methods teacher, a double exposure of background in the weak areas due to the lack of awareness and/or academic preparation in these areas of training on the college level in a North American institution. After much discussion of the various types of pedagogical approaches to the teaching of Spanish Composition and along with readings from texts dealing with this particular methodology, a series of assignments were given to the participants for experiment and analysis.

In this particular field we conducted the following experiments:

Experiment #1

A. Objective - To give each participant the opportunity to study, correct, and submit findings of actual examples of student compositions graciously submitted to us by senior high school Spanish teachers of the third and fourth levels from both city and county schools.

B. Procedure - Each participant submitted a written analysis of compositions with personal and professional comments based on the following format:

1. authenticity of language expression
2. authenticity of language structure
3. type of themes chosen
4. style
5. a list of recurring errors by the majority of the students
6. suggested solutions with examples of each correction for future elimination of errors
7. findings to be shown on over-head projector for benefit of group to comment and discuss
8. exchange of research among participants.

This experiment reinforced the methodology presented to the participants in the Institute. After correction took place, compositions returned with attached analytic format described above, discussion took place in the classroom. Guided by the instructor a compiling of all recurring errors along with practical solutions by means of pedagogical devices were presented.

Experiment #2

A. Objective - To present sample selections of the works of renowned Spanish authors suggested for third level of study; in the original form, analysis of original paraphrased into English prose, then paraphrased back into Spanish studying procedures for the above.

B. Procedure - Participants read selections and did follow-up exercises:

1. grammatical principles
2. equivalents by inference in target language
3. idiomatic peculiarities
4. equivalents of English structures based on passage
5. observations and comments on style and subject matter together with useful vocabulary.

From rewritten English prose, groups of ten:

1. rewrote paraphrased selection substituting as much as possible without deviating from

original; parts of speech, utilizing synonyms, antonyms, etc.

2. wrote summary of personal impressions of text from literary view.
3. wrote comments on cultural value of selections.
4. listed certain structures from which further compositions could be assigned.
5. attended class seminars to discuss expanded supplementary material to be used in the teaching of this type of instruction.

As a post-procedure of this experiment, participants produced:

1. self-analysis of experiment
2. written comments with examples on suggested exercises, drills, structures and vocabulary to facilitate students comprehension.
3. statement of value of this type of approach.

The above experiment was presented to participants to enable them to become "involved" with a possible third level text and its approach to the Teaching of Composition.

Upon first inspection, they believed it to be extremely simple, but after careful examination and study of the text, they found that they were unable to acquire good results because they relied on their traditional training.

The final results obtained were very successful because they put to use the skills they themselves have learned in the EPDA Institute, and, the discovery that these skills not only apply in theory but also in practice.

Based on the above report, and in conjunction with the instructor of English Composition and Conversation, grades were granted on effectiveness and results of class experiments, seminars, and final exam as a resumé of comprehension, of specific areas finalized with personal comments from point of view of evaluation.

LANGUAGE LABORATORY TECHNIQUES AND WORKSHOP

Mr. Ben DeSalvo 3 hours weekly

Text: Hutchinson, The Language Laboratory

Presentation of materials and practical application of techniques and methods in accordance with the course syllabus were successfully accomplished. Due to the variety of the backgrounds of the participants, this field presented some difficulties in order to achieve its objectives; however, without exception, everyone was able to benefit from observation and physically operating electro-mechanical equipment useful in academic work.

After a brief period of a theoretical nature involving types of laboratory systems, advantages, cost and lab administration, participants learned how to do the many things that normally occur in a language laboratory. Practice in actually operating a complete laboratory was provided to each participant, using the adequate facilities and lab assistants of the University of Dayton. Students became familiar with publications as a valuable resource for information in the field of language laboratories and also learned much of the terminology in general use in this field.

A major project was the development of a lesson from which a tape was recorded for their own use in connection with their daily teaching. This required the close coordination of their efforts in the linguistics and methods classes to prepare a tape script, then the skills acquired from laboratory techniques in order to obtain a useful taped lesson.

The use of "new materials" by participants and Staff was encouraged. In addition to the language laboratory, slides, and sound film strip projectors, effective use was made of overhead projectors and transparancies, closed circuit TV and video tapes. The MLA teaching films and the Capretz Spanish films were used in connection with Applied Linguistics and teaching methods. Color films with Spanish and English sound tracks were used in the Culture class. The development of a continuing Materials Center was carefully planned and maintained. Here, in addition to the Institute Reference Library, were housed teaching materials of all kinds, slides, films and film strips which the participants could preview.

The use of Educational TV was discussed and demonstrated. A TV unit was utilized to record the performance of participants in the Methods class. This was made possible at no cost to the Institute budget. Each participant had at least two opportunities to do this and all of them took part without exception. The playback of the video tape very soon after recording was a most rewarding experience for the participants. The critique by methods specialists and peers was also very salutary.

The historic occasion of the moon landing gave us a splendid opportunity for some interesting practice with the TV equipment.

Finally, the use of a photocopier and a thermofax machine was demonstrated with actual practice provided. The advantages of using sound mixers for voice recordings and the operation of a sight-sound synchronizer afforded some interesting as well as pedagogically relevant new ideas in language teaching.

6. Evaluation

On the last day of the Institute and after all the academic Institute activities had come to an end, participants agreed to kindly evaluate the Institute as a whole and in detail. From the 40 questionnaires we obtained, we have made a tabulation of all those items that could possible by treated in that way. Items like "why", "remarks", "comments on instruction", "if so, why", and "generalized personal statements", have not been tabulated for obvious reasons.

Please turn to the next page.

PARTICIPANTS QUESTIONNAIRE TABULATION

I. GENERAL

A. Were you familiar with the objectives of Education Professions Development Act and of EPDA Institute before coming to Dayton?

Yes 20 No 20

B. Considering the characteristics and pecularities of this Institute, do you feel you applied to the right Institute?

Yes 38 No 2

C. How long ago were you a full time student in residence in a North American College?

Years	0	1-5	6-10	11-15	16-20	21-25
	23	7	4	3	1	2

D. How long ago were you a full time student in residence in your native country University?

Years	0	1-5	6-10	11-15	16-20	21-25	26-30
	7	1	12	4	10	2	4

II. INSTRUCTION

A. For each course or activity indicate whether the time devoted was too much (T); about right (R); or not enough (N). Next to each line write a number according to the key below, to indicate your estimate of each course or activity.

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

1. Applied Linguistics (Egea)

T	4	Content	5
N	4	Presentation	4
R	31	Schedule	5
		Importance to your needs	5

2. Demonstration (Guillén)

T 5
N 5
R 30

Content 5
Presentation 6
Schedule 5
Importance to your needs 6

3. Methods Workshops (Guillén)

T 2
N 7
R 30

Content 5
Presentation 5
Schedule 5
Importance to your needs 6

4. Cultures in Contrast (Ruppel)

T 10
N 6
R 22

Content 4
Presentation 3
Schedule 4
Importance to your needs 4

5. English Composition (McNally)

T 1
N 18
R 15

Content 5
Presentation 5
Schedule 5
Importance to your needs 5

6. English Conversation (McNally)

T 0
N 15
R 19

Content 5
Presentation 5
Schedule 4
Importance to your needs 5

7. Spanish Composition Methods (Scalise)

T 3
N 9
R 25

Content 4
Presentation 4
Schedule 4
Importance to your needs 5

8. Spanish Conversation Methods (Scalise)

T 1
N 7
R 23

Content 4
Presentation 4
Schedule 4
Importance to your needs 4

9. Language Lab Techniques (DeSalvo)

T 3
N 9
R 27

Content 5
Presentation 4
Schedule 4
Importance to your needs 5

II. INSTRUCTION (cont.)

B. MATERIALS	Too Much	Not Enough	About Right
1. Visitors (Publishing Companies)	1	5	34
2. Displays (Publishing Companies)	2	6	32
3. Demonstration (Publishing Companies)	3	8	29

C. LECTURERS	Good	Fair	Poor
1. Public Relations and Press in U.S.A. (Mr. Joe McLaughlin, Director of Publicity, University of Dayton)	22	17	1
2. Law and Juridical Systems in the U.S.A. (Mr. Frank Thermes, Lawyer)	18	17	5
3. La Vida de las Palabras (Prof. Carlos Galeano, University of Dayton)	36	3	1

D. INTENSIVE PRACTICE IN ENGLISH (McNally)

T	0	Content	5
N	17	Schedule	4
R	17	Importance to your needs	5

E. REMEDIAL WORK

T	0	Content	5
N	14	Schedule	4
R	19	Importance to your needs	5

F. LABORATORY CONVERSATIONS

T	0	Content	4
N	19	Schedule	4
R	14	Importance to your needs	5

10. In general, what is your opinion as to the manner in which the instructional side of the Institute was organized? (Check one)

Superior	☐	13	Good	☐	10	Poor	☐	1
Very Good		9	Fair		3	Very Poor		0

11. Which courses were most beneficial to you? (Indicate priority as 1, 2, 3, 4, 5, 6, 7, 8, 9.)

a.	Applied Linguistics	1
b.	Demonstration	1
c.	Methods Workshop	2
d.	Cultures in Contrast	8
e.	English Composition	4
f.	English Conversation	3
g.	Spanish Composition Methods	5
h.	Spanish Conversation Methods	7
i.	Language Lab Techniques	6

(Lowest no. indicates highest priority)

12. Did you avail yourself of the opportunity to use the lab for individual practice? Yes 22 No 15

About how many hours per week? Hours 4

13. HOMEWORK

	Too Much	Not Enough	About Right
a. Applied Linguistics	15	0	23
b. Demonstration	1	2	36
c. Methods Workshop	0	2	37
d. Cultures in Contrast	0	13	29
e. English Composition	0	11	26
f. English Conversation	0	13	21
g. Spanish Composition Methods	1	3	36
h. Spanish Conversation Methods	1	8	29
i. Language Lab Techniques	4	6	30

III. ORGANIZATION - For each item or activity indicated give your opinion according to the key below.

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

A.	Dates of Institute	5
B.	Length of Institute	5
C.	Daily Schedule	
	1. Compulsory Sunday Night Movies	4
	2. Saturdays and Sundays free	4
	3. Compulsory attendance to picnics, song fest, instructional movies, lectures	4

D. Long weekend free the 4th of July 5

E. Limited exposure to Spanish 5

F. Use of English in all kinds of activities 5

G. Did you object to having to speak only English? Yes 0 No 40

H. Did you object to all the courses conducted in English? Yes 3 No 37

I. Did you object to having to stay with the group on weekends? Yes 10 No 30

IV. INSTRUCTIONAL FACILITIES

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

A. Faculty 5
B. Space 5
C. Equipment 5

V. LIVING ACCOMMODATIONS

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

A. Cost of room and board 5
B. Facilities in room 5
C. Facilities in building 5
D. Janitorial Service 3
E. Rules concerning the discipline in the EPDA Institute 5

VI. DINING FACILITIES (Same key as above)

A. Cost of meals 5
B. Quality of food 5
C. Quantity of food 5
D. Separated dining room 5

VII. RECREATIONAL FACILITIES (Same key as above)

A. Evening programs 4
B. Speakers 4
C. Films 4
D. Films (Instructional) 5
E. Picnics 4
F. Field trips 4
G. Dances 4
H. Singing 4

I. What sort of recreationsl programs do you favor? (Check one)

Tightly organized	12
Loosely organized	19
Free	9

VIII. VARIOUS

A. In which areas was the EPDA Spanish Institute particularly effective in upgrading your proficiency? (Indicate order by numbers, starting with 1 as the highest number.)

1. Listening Comprehension	3
2. Speaking	5
3. Reading	6
4. Writing	7
5. Facility of expression	4
6. Applied Linguistics	2
7. Civilizations & Cultures in Contrast	8
8. Professional Preparation	1

B. As a whole, what kind of experience has the Spanish Institute been for you? (More than one can be checked)

Inspiring	19	Fruitful	34	Dull	1
Stimulating	23	Pleasant	15	Useless	1

C. Will you supervise a language program? Yes 21 No 18

D. Will you conduct a training program for other teachers? Yes 22 No 17

E. Do you have or will you have a language laboratory in your school? Yes 24 No 16

F. How many weekly hours of Spanish will you be teaching this fall? 24

G. Would you like to return to the University of Dayton to complete graduate work? Yes 25 No 13

H. Do we have your permission to publish any good or adverse comments? Yes 33 No 7

I. May we quote you by name? Yes 20 No 14

J. Location of school or system:

1. In a city of 250,000 or more population	7
2. In a suburb of such a city	9

3. In a city of 50,000 to 250,000 population 7
4. In a suburb of such a city 1
5. In a city or town of 2,500 to 50,000 population 11
6. In a suburb of such a city or town 3
7. In a city or town of less than 2,500, or in a rural area 5

K. Estimate roughly the ethnic composition of the student body:

1. White 84.55%
2. Negro 5.92%
3. Other 4.78%

L. About what percent of the student body are from families marked by economic poverty? 13.82%

6. Evaluation (cont.)

As may be seen from the preceding pages, this questionnaire included almost every principal and secondary aspect of this Institute. In reading it, it is worthwhile keeping in mind what we have already stated at the beginning of this report, namely that this Institute was tailored to upgrade the many teachers of Spanish across this country who are employed by our public schools for no other reason than that they are native speakers of Spanish. The preceding data is the vivid reflection of what 40 of those teachers think, need, and perform in their professional activities as native speakers of Spanish in their capacity as teachers of Spanish in our high schools.

We will make one detailed consideration about this participants' questionnaire tabulation under #VIII, Various. We may find out their complete resume of what they are evaluating in this Institute. They say that this Institute was particularly effective in up-grading their proficiency within the following fields, which they ordered by numbers starting with number one (1) as the highest number.

1 Professional Preparation
2 Applied Linguistics
3 Listening Comprehension
4 Facility of Expression
5 Speaking
6 Reading
7 Writing
8 Civilizations & Cultures in Contrast

This numerical order shows by itself that this Project was right when we point out that the main lack of these individuals was professional preparation followed by the total absence of any linguistics knowledge, thus barring them from any effective listening and comprehension of the English language. After the Institute, a facility of expression came automatically enabling them, just at this point, to follow the last three basic skills and exactly in the recommended order; speaking, reading, and writing. Civilizations & Cultures in Contrast did not up-grade them more than expected, either by this Project or by the instructor.

Due to lack of funds, we have not made arrangements for any kind of long term evaluation. But, we have arranged for personal follow ups of participants and Staff which will cost only expenses for mailing.

III. CONCLUSIONS

In the Handbook for the Directors it has been stated that "the purpose of all Programs is to cause change in knowledge, attitudes, methods, or all three, of the participants, and perhaps participating Staff, and even Institutes as well".

Considering our Project as a whole, we can present the following conclusions which reflect the most significant aspects and results of the Program.

A. We are sure that we have caused a change in the participants' knowledge of the United States, concerning its people, institutions, organizations, and geography, as well as its history.

B. We have changed their knowledge in teaching methods for those who happened to have some, but at any rate we have changed their methods into something more scientific and pragmatic.

C. We have changed their attitudes toward their students, their classroom activities, the system of education they serve, their colleagues, and the community where they serve.

D. We have provided them with new knowledge in linguistics, new methods, laboratory techniques, which is another way to change the total lack of knowledge into knowledge. From statements that we will add in the Appendix of this report, it is relevant what changes have already occurred, with more to come.

The Department of Language of the University of Dayton has received a salutory impact as a direct outcome of the

Institute. The host Institution, as a whole, has been moved toward a better comprehension of some educational needs, now covered by EPDA Programs. This has been reflected by the increasing interest of other departments in taking part in this kind of Institute. Specifically, it will be reflected in the interest that the Department of English and the Department of History have proved to have in order to cooperate with the Department of Languages in the new Project that is underway at the present moment.

As a final analysis we are able to state, candidly, and humbly, that we have already accomplished in our Program every, and all, objectives we had in mind when we submitted the Project for the consideration of the authorities of the Educational Personnel Development Programs. This situation has been shared and enjoyed by all the members of the Staff, individually considered, and as a whole, and by the overwhelming majority of the participants. The enthusiasm created by this Program has reached the highest office of the University of Dayton.

SOME EXCERPTS FROM THE STAFF

"The Staff was well qualified, capable, willing, and quite professional. The frequent written communication between the Director and Staff is a clear indication of considerable pre-planning."

Professor Ben DeSalvo
Laboratory & Workshop Instructor

"As a means of measuring the progress and improvement of the participants in this course, the instructor administered a pre-test and a post-test which showed a remarkable gain of knowledge in the course. On the part of the participants as much as on the part of the instructor, it was a rewarding experience."

Professor Esteban Egea
Applied Linguistics

"I feel that this kind of Institute must be repeated. My numerous previous experiences, especially those at Vanderbilt University, and now at the University of Dayton, have convinced me that native speakers, provided that they are properly trained and oriented, have the greatest potential to be our best language teachers. Without training and/or orientation they can be very dangerous as teachers."

"I am very pleased with the evidence of learning presented by the participants."

Professor Sid Guillén
Demonstration Class and
Methods Workshop

"I think that we did a really good job. I have been asked to give the same course for the Experimental College on our campus starting in September."

"The Director also did a good job."

"After school starts I have made some arrangements to have the Department of Computer Science ADOPT the two profiles, make many cross references, and do a print out."

Dr. George J. Ruppel, S.M.
Cultures & Civilization in Contrast

"Finally, I would like to express my gratitude to Dr. Mario Saquel; to the Institute secretary, Mrs. Peg Goetz; to my wonderful friends and colleagues Esteban Egea and Mary Lou Scalise; to the four very capable and hard working native informants; Harold Hoffmann, Sheryl Klein, Lyn Kagey, and Ruth Purmalis; and, finally, to those forty wonderful people who made it all happen - the participants!"

Professor John J. McNally
English Composition and
English Conversation

"Impressing factor was complete integration of Staff members throughout course day:

a. Team teaching was successfully carried out.
b. Constant effectiveness of professional availability in each class.
c. Each well trained to teach in any area as the need arose."

Professor Mary Lou Scalise
Spanish Composition

COMMENTS FROM THE PARTICIPANTS

Question: What impact do you think the training in this Institute may have in your school or area?

Answer: Excellent. I will be the only teacher trained in Applied Linguistics, will bring a new philosophy in teaching and testing through methods, will know how to guide students in Composition, and make connections with the various electronic devices.

****

Question: What impact do you think your training at this Institute has had on your comprehension about North American educational systems?

Answer: Now I know why certain things have to be done in a prescribed way or method.

****

Question: What impact do you think your training at this Institute has had on your understanding of Americans in the United States of America?

Answer: I think I am not as bitter as I used to be toward certain groups of Americans.

****

Question: What would you add to this summer program?

Answer: Nothing. It was just excellent.

****

Question: What impact do you think your attendance at this Institute has had on you in regard to your vocation as a teacher of Spanish in a North American high school?

Answer: Thanks to this EPDA Institute I will keep trying to like teaching. I was not a teacher before coming to the United States.

****

Question: What impact do you think your attendance at this Institute has had on you in regard to Education Professions Development Act (EPDA)?

Answer: It has given me insight into knowledge, the tool that teachers need.

Question: What impact do you think your attendance at this Institute has had on you in any other field related to the United States of America?

Answer: Concept of freedom and equal opportunity to everyone.

****

Question: Given the opportunity, what would you add to this summer's program?

Answer: I think it was complete.

****

Question: What impact do you think your attendance at this Institute has had on you in regard to the EPDA Institute?

Answer: It is a wonderful program and should be maintained under the same conditions for the benefit of many others that are in need, as I was.

****

Question: What would you eliminate from this summer's program?

Answer: The compulsory attendance to movies and picnics.

****

Question: What would you modify in this summer's program?

Answer: Less courses.

****

Question: What activities did you miss?

Answer: Sleeping.

****

Additional Comment: "I think the Institute has been one of the nicest experiences in my life. I have experienced a great change in my mind, professionally and spiritually."

APPENDIX A

Brochure and Publicity

Section I

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE

EPDA

January - 1969

Dear Educator:

This letter will serve to announce the Summer Institute of 1969 to be held at the University of Dayton under the auspices of EPDA for the improvement of native speakers of Spanish who are currently teaching grades 7-12 in any high school across the country. By the very nature of your profession you may know someone, besides yourself, who might be interested and who meets the criteria for eligibility items listed below. If so, I would certainly appreciate hearing from you or from anyone you contact.

Sincerely yours,

Saquel

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

CRITERIA FOR ELIGIBILITY AND DATA

1. Duration of the Institute is 7 weeks - from June 23, 1969 to August 8, 1969.

2. The participants will be trained in and made aware of the most modern pedagogical systems being used in teaching a foreign language, and testing and evaluating North American learners.

3. Will assign First Priority to an applicant who

   (a) Is a native speaker of Spanish;

   (b) Has taught Spanish in high school for at least two years;

- (c) Has a contract to teach Spanish for the next coming year;
- (d) Teaches or will teach at least 80% of his schedule in a Spanish class;
- (e) Has not previously attended an institute in modern foreign languages under NDEA.

4. Second Priority will be assigned to applicants who have taught Spanish in high school and have a contract to teach Spanish for the next coming year for at least 60% of their schedule.

5. Third Priority will be assigned to applicants who have not yet taught Spanish in high school but who have a contract to teach Spanish during the next coming year.

6. If it appears that the applicant will not have received a teaching contract by March 18, 1969, a letter from (1) the Chairman of the applicant's foreign language department, or (2) the applicant's superintendent or principal of the school, stating that such a contract is likely, will be considered a fulfillment of requirements as stated under #3 - c, d, and e.

7. Applicants will submit to the Director of this Institute an agreement in writing to use only English at every time so indicated by the Director of the Institute and while in attendance at the Institute, unless permission to use Spanish is granted.

8. Willingness of the applicant to live on campus, to take all meals with the group, and to enter into all activities of the Institute.

9. Applicants will receive a weekly stipend of $75. plus $15. for each dependent.

10, There will be no monetary allowance for travel and applicants will pay their own room and board at the low rates that will be established at a further date.

11. There will be no charge for any fees or tuition.

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

Brochures and this letter mailed to all
State Supervisors and Consultants.

I am taking the privilege to send you twelve (12) brochures of our coming Summer Institute for native speaking secondary school teachers of Spanish (grades 7-12) from June 23rd to August 8, 1969.

As you know, the most desired success of this kind of Institute and the best investment of the Federal Funds allotted for them is based very importantly upon a well-made propaganda that enables a wide number of interested teachers to apply for this special training. For obvious reasons, among them your kindness and perfect knowledge of your area, I have felt the obligation of asking you if it possible to send a list of all of the Superintendents of school districts comprised in your estate with the purpose of giving them directly precise information of our Institute, in the hope that in that way we will reach or contact more possible candidates. Thus, the selection of our Institute, becoming a harder one, will reflect the better service provided by the Education Professions Development Act.

Very sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

EPDA INSTITUTE IN SPANISH
UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

Non-Profit
ORGANIZATION
U. S. Postage
Paid
DAYTON, OHIO
Permit No. 71

HOUSING AND DINING FACILITIES

All participants are required to live in a University dormitory and take meals together in Kennedy Memorial Union. These facilities are not available to dependents. Estimated cost of board and room will be approximately $40 per week. No provision for special diets can be made.

RECREATIONAL FACILITIES

The air-conditioned Kennedy Memorial Union has a ten-lane automatic bowling alley, pool tables, table tennis tables, stereo music room, and a periodical reading room. Tennis courts are available on campus. The City of Dayton has numberous public swimming pools and golf courses. A variety of cultural activities is available in Dayton and the surrounding communities.

APPLICATIONS

Those who wish to make application should use the attached request for application and send it immediately to:

Dr. Mario Saquel-Montalva
Director
EPDA Institute in Spanish
University of Dayton
Dayton, Ohio 45409

DEADLINES

(1) Completed applications to the program must be postmarked no later than April 6, 1969

(2) Accepted applicants and alternates will be notified by letters postmarked by April 19, 1969

(3) Letters of acceptance from participants and alternates must be postmarked not later than April 28, 1969.

EPDA
INSTITUTE IN SPANISH

at the
UNIVERSITY OF DAYTON
Dayton, Ohio 45409

For Secondary School Teachers
Who are Native Speakers
of Spanish

7 weeks

1850

JUNE 23-AUGUST 8, 1969

(Conducted under a grant from
the U.S. Office of Education)

THE STAFF

Mario Saquel-Montalva, Licenciado en Historia y Letras, Universidad de Chile, Santiago. Licendiado en Ciencias Jurídicas y Sociales, Pontificia Universidad Católica de Chile. Doctor en Derecho, Universitá di Palermo, Italy. Assistant Professor and Director of the Office of International Education, University of Dayton. Director of the Institute.

Dr. George Ruppel, S.M., Professor of American History at the University of Dayton, B.A., University of Dayton, B.S. in Education University of Dayton, M.A. Catholic University of America, Ph.D. University of Pittsburgh.

Ben DeSalvo, M.A., Middlebury College. Hall High School, West Hartford, Connecticut. Language Laboratory Specialist.

Esteban Egea, M.A., Ohio State, Ph.D. candidate, Harvard. Applied Linguistics Specialist and Coordinator Pattern Practice.

Sid Guillén, M.A., Vanderbilt. Ph.D. candidate, Vanderbilt. Asst. Professor, Kentucky Southern. Demonstration Teacher and Methods Specialist.

John J. McNally, M.A., University of Dayton. English Composition and English Conversation.

Mary Lou Scalise, M.A., Universidad Autónoma de México. Assistant Professor, Gannon College. Spanish Composition and Conversation.

NATIVE INFORMANTS: Experienced North American high school teachers of Spanish. Assisting in pattern sentence practice, phonetics practice in the laboratory and English composition and conversation course.

STIPENDS

Each participant is eligible, upon application, to receive a weekly stipend of $75 plus $15 per week for each dependent while attending the Institute. There will be no charges for tuition or fees, but each participant will be responsible for cost of travel, board, room, books and supplies. Stipends will be paid in three equal installments, the first of which will be paid on June 23, 1969.

ACADEMIC AND LIBRARY FACILITIES

Institute classes and laboratory sessions, as well as some informal activities will be held in Miriam Hall, a new air-conditioned building centrally located on campus. Albert Emanuel Library is an air-conditioned building with two recently constructed wings. Most of its nearly 300,000 volumes of books and periodicals are shelved in open stacks. Comfortable study rooms are located in many parts of the Library.

THE PROGRAM

Demonstration Class: Aimed to provide participants an opportunity to observe an expert teacher of Spanish in action, and to teach 25 to 30 boys and girls, age 13 to 15 years, under supervision and observation.

Methods Workshop: This course will be centered on the observation of the demonstration class and the rationale behind the techniques, devices and materials employed by the instructor; also it will be devoted to the discussion and analysis of methods, techniques and teaching materials now in general use.

Applied Linguistics: A systematic description of Spanish and English phonology, morphology, and syntactic interferences plus the proper use of drills for their prevention and correction.

Cultures in Contrast: This course will focus on Spanish-speaking America in contrast to English-speaking North America, bringing the participants to a level of accuracy in comparing and reviewing their own Hispanic cultural patterns with North America cultural patterns.

English Composition: Will provide guided practice in the writing of English.

Spanish Composition: Will provide guided practice in the teaching of Spanish composition with modern pedagogical methods.

English Conversation: Will provide guided controlled practice in more extended use of spoken English.

Phonetics Practice In The Laboratory: Will be aimed at individual improvement in control of English phonology through phonetics practice and individual improvement and perfection in control of Spanish phonology through phonetics practice in the latter when deemed necessary.

Language Laboratory Techniques and Workshop: Aimed to show various types of language laboratory installations, their advantages and short-comings, comparative costs, preparation of tapes, slides and other visuals, recording and dubbing techniques, operation and scheduling, and testing in the laboratory.

PARTICIPANTS SHOULD BE PREPARED TO SPEND 30-35 HOURS PER WEEK IN CLASS AND/OR LANGUAGE LABORATORY.

The informal program will include lectures, discussions, Spanish films and social events.

CREDIT

Satisfactory completion of the program will be recognized by the award of an Institute certificate. Participants desiring graduate credit must take final examinations and will earn two (2) credits in each area except Techniques of the Language Laboratory, for which one (1) credit will be granted.

EPDA INSTITUTE IN SPANISH

UNIVERSITY OF DAYTON

As authorized by the Education Professions Development Act (EPDA) and in cooperation with the United States office of Education, the University of Dayton will offer a 7 week summer language institute for native speaking secondary school teachers of Spanish (grades 7-12), from June 23 to August 8, 1969.

SPECIFIC OBJECTIVES

The specific objectives of this Institute are to increase teaching effectiveness in a Spanish class, conducted by native speakers in high schools of the United States, by means of the basic principles of linguistics applied to English and Spanish in parallel, constructive contrasts of both cultures in what is similar as well as what is different in both, the observation of a system of instruction used by an expert, the opportunity to attempt use of this system in a demonstration class subject to the immediate correction and criticism of an expert, understanding and application of the advantages offered by known audio-visual methods, and practice in oral and written English as a vehicle of communication in the teaching of a foreign language.

CRITERIA FOR ADMISSION

First priority will be assigned to applicants who

(a) Are native speakers of Spanish;

(b) Have taught Spanish in high school for at least two years;

(c) Have a contract to teach Spanish for the next coming year;

(d) Teach or will teach at least 80% of schedule in a Spanish class;

(e) Have not previously attended an institute in modern foreign languages under NDEA.

Second Priority will be assigned to applicants who have taught Spanish in high school but have a contract to teach Spanish for the next coming year for at least 60% of their schedule.

Third Priority will be assigned to applicants who have not yet taught Spanish in high school but who have a contract to teach Spanish during the next coming year.

These priorities will be successively applied until forty (40) qualified applicants have been selected.

Anyone meeting the criteria for admission may apply. There will be no geographical preferences and the University of Dayton is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, national origin.

REQUEST FOR APPLICATION FORMS

Please send application forms for the 1969 Institute in Spanish.

NAME ____________________

STREET ____________________

CITY, STATE AND ZIP CODE ____________________

SCHOOL IN WHICH YOU TEACH ____________________

SCHOOL ADDRESS ____________________

HOW MANY SPANISH CLASSES DO YOU TEACH ____________________

DETACH AND MAIL IMMEDIATELY

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

May - 1969

Gentlemen:

It is my pleasure to provide you with the information concerning our Spanish Institute to be held at the University of Dayton from June 23rd to August 8th, 1969 at Dayton, Ohio.

______________________________, a member of your community, has been accepted as a participant in this Institute. From the enclosed Brochure and his vital data you can derive the importance of this project and the outstanding personality of this participant who happens to teach in one of the high schools in your community.

We would appreciate it very much if you release in your newspaper some information regarding the participant and this project. We are sure that your release will provide to the members of the community your high interest in educational matters as well as it would serve as an encouragement for other teachers to improve their teaching skills, taking advantage of all the wonderful opportunities that the government of the United States, with the cooperation of all the North American taxpayers, makes available to our society.

Very truly yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg
Encls.

June 4, 1969

Mr. Hugh McDiarmid
City Editor
Journal Herald
4th and Ludlow Streets
Dayton, Ohio 45402

Dear Mr. McDiarmid:

Enclosed is a brochure of our EPDA Spanish Institute to be held at the University of Dayton Campus from June 23 to August 8, 1969.

In connection with this institute, a Demonstration class to be composed of local children who can give assurance of attendance each day, monday through friday mornings, starting June 24 and ending August 6 will be provided. This instruction in Spanish of the highest quality will be given at no cost to the student. This opportunity is made possible through an Education Professions Development Act Institute for teachers of Spanish. Only a total of 25 students who have not previously studied Spanish and who will enter the 7th, 8th or 9th grade can be accepted for the Demonstration class.

Please familarize yourself with the enclosed material so in a day or so when I call, we can discuss this. Could you please recommend the procedure to follow in order to release this in your newspaper?

Thank you very much for your attention to this matter.

Sincerely yours,

Margaret J. Goetz (Mrs.)

cac

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

Memorandum: Display and Demonstration of Texts and Books, Teaching Aids, and Audio-Visual Equipment

From: Dr. Mario Saquel-Montalva, Director

Date: May 16, 1969

The Spanish Institute at the University of Dayton, Dayton, Ohio, is one of the twenty-two (22) language institutes to be held in the United States and supported throughout the USA by funds from the United States Office of Education, under the provisions of the Education Professions Development Act (EPDA). Fourty (40) teachers, native speakers of Spanish, teaching secondary school Spanish across the country will participate from June 23 to August 8, 1969 under the guidance of twelve (12) instructors.

The institute staff and the participants welcome examination copies of your textbooks, visual aids, records, texts, and supplementary materials.

Materials intended for permanent display and use after the institute is ended will be available to teachers, students, and staff members under the usual provisions of the Department of Foreign Language. They will be retained in a special collection for possible future language institutes.

Loan materials will be returned at the end of the institute period, or earlier if requested. The institute will pay coverage charges for minor items and those specifically ordered. Other loan materials will be returned at the expense of the sender.

The staff and participants will also welcome the opportunity to see and test new developments in audio-visual equipment. Manufacturers and distributors are invited to arrange with the Director for the display and demonstration of such equipment. Personal solicitation of participants during the term of the institute cannot be authorized.

While every measure will be taken for the protection of books, materials, and equipment, the University of Dayton and the Language Institute cannot assume liability for loss or damage.

Folders, brochures, and other illustrative matter or advertising matter will be displayed or distributed by the Director in a manner consistent with the University regulations.

Experienced personnel and salesmen willing to demonstrate the materials on display are welcome and time and dates are to be arranged in advance with the Director.

Special spacious room has been alloted for the storage and display of all materials.

Sincerely yours,

Mario Saquel-Montalva, Director
EPDA Spanish Summer Institute

MS:cac

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

Memorandum: Display

From: Dr. Mario Saquel-Montalva, Director

Date; May 18, 1969

The Spanish Institute at the University of Dayton, Dayton, Ohio, is one of the twenty-two (22) language institutes to be held in the United States and supported throughout the USA by funds from the United States Office of Education, under the provisions of the Education Professions Development Act (EPDA). Fourty (40) teachers, native speakers of Spanish, teaching secondary school Spanish across the country will participate from June 23 to August 8, 1969 under the guidance of twelve (12) instructors.

The specific intention of the institute has been to increase the potentiality and skill of these native speakers teaching Spanish in our High Schools.

Another goal of the institute has been to promote among these native speaking teachers the real knowledge of the country in which they exercise their teaching profession; thus, permitting them to have a better understanding of the culture and civilization of those North American students whom they teach. The enclosed brochure will give you a more real insight of these purposes. The director of the institute welcomes any material published or issued by your department which would direct the participants and the staff to get better acquainted with the industry, geography, monuments, history and population of your state. We have a room specially dedicated to this display.

Materials intended for permanent display and use after the institute is ended, will be available to teachers, students, and staff members under the usual provisions of the university. They will be retained in a separate collection for possible future language institutes.

Lo Loan materials will be returned at the end of the institute, or earlier if requested. The institute will pay coverage charges for minor items specifically ordered. Other loan materials will be returned at the expense of your department.

The staff and participants will also welcome the opportunity to see, analyze and discuss new developments, figures, and facts. Personal solicitation of participants during the term of the institute can not be authorized.

While every measure will be taken for the protection of books, posters, pamphlets, brochures, and other equipment, the university can not assume liability for loss or damage.

Folders, brochures, and other illustrative or advertising matter will be displayed or distributed by the director in a manner consistent with the university regulations and within the space specifically provided for such purposes.

Very truly yours,

Mario Saquel-Montalva, Director
EPDA Spanish Summer Institute

MS:cac

United Action
for a
Mighty Kansas

OFFICERS
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MAURICE E. BREIDENTHAL, JR., KANSAS CITY, CHAIRMAN OF THE BOARD
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CLARA MILLER, ASST. TO DIR. OF RETAILING & ORGANIZATION SERVICE
DOROTHY E. PAKE, OFFICE MANAGER
RAYMOND E. RILEY, DUPLICATING AND MAILING DEPT. MGR.
JACK SWARTZ, PUBLIC RELATIONS DIRECTOR
JAMES G. WINN, INDUSTRIAL RELATIONS COUNSEL

KANSAS STATE CHAMBER OF COMMERCE

PHONE 913
Central 3-4197

708 JACKSON STREET
Topeka, Kansas 66603

May 28, 1969

Dr. Mario Saquel-Montalva
Director of Department of Languages
University of Dayton
Dayton, Ohio 45409

Dear Doctor Saquel-Montalva:

This is in reply to your correspondence of May 18.

Under separate cover we are mailing you a total of 60 of our small folders, "50 Interesting Facts About Kansas," that we hope will be useful to you in your project.

These folders contain a number of interesting facts about our Great State of Kansas that should be quite informative, we feel, to persons that are not fully aware of what Kansas has to offer.

Sincerely yours,

Jack

JACK SWARTZ
Public Relations Director

mv

NEW
MEXICO
LAND OF ENCHANTMENT

May 27, 1969

Dr. Mario Saquel-Montalva, Director
EPDA Spanish Summer Institute
Department of Languages
University of Dayton
Dayton, Ohio 45409

Dear Dr. Saquel:

We are sending you a selection of our descriptive and informative literature concerning New Mexico for use at the Spanish Summer Institute, University of Dayton, June 23 to August 8, in response to your letter to the State Chamber of Commerce, Santa Fe. Should you need additional copies of our material, please let us know.

Your interest in New Mexico is appreciated.

Sincerely,

Bee Badgett
BEE BADGETT
Information Representative
Tourist Division

bb:mq

Department of Development State of New Mexico
113 Washington Avenue • Santa Fe, New Mexico 87501 • Area Code 505 827-2032

THE CARDINAL OHIO
MODERN FOREIGN LANGUAGE NEWS

Vol. VII, No 2   986 W. Goodale Blvd., Columbus, O. 43212   January, 1969

E.P.D.A.
INSTITUTES

Teacher training, formerly given in the National Defense Education Act Institutes, is now available under the Educational Personnel Development Act. Several have been approved for Ohio.

The Division of Elementary and Secondary Education, State Department of Education, will offer a two-week intensive institute for French and Spanish teachers. The program is designed for teachers now in service who have had no recent training in methods of teaching modern foreign languages. The schedule will include study of the basic principles of an audio-lingual approach, and practical techniques for teaching foreign language and culture. Participants will learn how to operate and use audio-visual and electronic equipment, and will have an opportunity to examine materials and instructional aids.

The Institute will be held at Ohio Dominican College, Columbus, June 16-27. The Director will be Miss Leona Glenn, Modern Foreign Language Supervisor. State Department of Education, 986 W. Goodale Blvd., Columbus, Ohio, 43212.

The Ohio State University will offer an institute at Lyon, France, for those who are training prospective teachers in colleges and universities. The program will concentrate on methods and materials for developing effective pre-professional courses of teacher preparation, and to close the gap between theory and practice. Dr. Edward Allen, the Director, is Professor

(Continued on Page 3)

E.P.D.A. (Continued form page 1)

of Foreign-Language Education at The Ohio State University, 227 Arps Hall, 1945 N. High Street, Columbus, 43210.

Dr. Mario Saquel will be Director of an institute at the University of Dayton for training of native Spanish-speaking teachers who are now employed in American schools. The program will concentrate on developing a better understanding of the American educational system, and American students. The audio-lingual approach, methods, and materials will be emphasized. Dr. Saquel, the Director, is in the Office of International Education, the University of Dayton, Dayton 45409.

If native Latins understood the difference in skeletons, they would make excellent Spanish teachers.

Hands Tell the Story

By **DAN GERINGER, Daily News Staff Writer**

Mario Saquel, a native of Chile, smiles his friendly smile, works his fingers like a demolition expert, and says, "We are going to disassemble a gringo."

He flings his hands in front of him, trying to cover one with the other. He calls one hand "the Latin American," and other, "the North American."

Saquel said both have knuckles, both have palms. "Parts of the skeletons correspond, but the skeletons don't match."

THE UNIVERSITY of Dayton international education director believes if native Latins understood the difference in skeletons, they would make excellent Spanish language teachers.

As things stand, they don't.

"Take my own case," Saquel said. "It's typical of the problem. I came to this country six years ago, to be a lawyer for a proposed multi-million dollar corporation.

"**MULTI-MILLIONS** turned out to be bankruptcy. I found myself in New York on Thanksgiving Day, out of work, speaking horrible English, at a party. A little man approached me, talked to me for awhile, and suddenly offered me a job as language director of an upstate school district."

Unversed in Horatic Alger, Saquel first thought he was hearing "champagne bubbles" from the party rather than an actual job offer. But the contract came in the mail, and he accepted.

To his dismay, he found he could not teach his native language.

"The cultural differences between myself and my North American students were obstacles I could not overcome." He cited an example, which he called "the silent language."

"**YOU NOTICE** how much I use my hands when I talk. It's because intonation means so much here, the way you say something is almost as important as what you are saying.

"I read a Western book. The bad man goes into the bar and calls Billy the Kid a son of a bitch. Billy says: 'Fellow, to call me a son of a bitch you have to smile.'

"In Chile, no matter how you say son of a bitch, you get your nose punched."

Saquel will set up a unique and spartan program at UD this summer to make 50 Latin Americans effective teachers of Spanish.

"You find a pattern today much like my own case. A Latin American is hired to teach Spanish. He finds he cannot teach effectively, and he cannot get certification.

"So, he keeps moving from school system to school system, proliferating his ignorance and that of his students."

SAQUEL'S 50 teachers will attend UD at government expense, receiving federal allowances of $75 plus $15 for each dependent in addition to tuition, room, and board.

In a seven-week "total immersion" program (June 23 to Aug. 8), they will spend more than 40 hours a week disassembling North American culture, trying to teach Spanish to Dayton school children who have never been exposed to any foreign language, watching video-tapes of their classroom efforts, and probing deeply into the technical problems of teaching Spanish conversation and composition here.

Classes are scheduled from 7:45 a.m. to 5:30 p.m., and study hours from 7 to 10 p.m. All teachers will be isolated from their families, and will be required to attend all classes, study sessions, and meals strictly according to schedule.

"**WE'LL HAVE** a social evening once in a while," Saquel said, "to prevent revolution."

He compared his institute to surgery. "We'll be taking the English out of the children, and putting the Spanish in. But in order to do that, we must take the Latin American outlook of the teacher, and add a profound understand of North Americanism . . . how those two skeletons compare."

Estimated cost of Saquel's venture is more than $100,000.

DR. MARIO SAQUEL GESTURES
Chile Native on UD Staff—Staff Photo

News of Greater Dayton

Second Section Monday, July 21, 1969 Page 25

'STIL RONG OL DI TAIM'

UD Institute Tuning Spanish Ears to English

By BENJAMIN KLINE
Daily News Staff Writer

Anybody who has played "gossip" in school knows how distorted the original message can be after it has been passed from mouth to ear 25 or 30 times.

Add to that the burden, but also the joy, of ears attuned to Spanish, and you get an idea of the challenge facing participants in a federally sponsored Institute in Spanish at the University of Dayton.

"He's learning poor English from them, complained his teacher," was the message given to the native Spanish-speaking participants over a dictaphone.

ASKED to write it down, one participant came up with, "It's learning English prominent"; another thought she had heard, "He's learning poems with rhymes about his mother."

Dr. Mario M. Saquel, director of international education at the university, said there re 40 persons enrolled in the institute from all over the United States, 18 of them Cubans.

To qualify for the institute, they had to be native speakers of Spanish, teachers of high school Spanish for the past two years and must have a contract to teach it again this fall.

"You have the feeling we speak fast in Spanish," said Esteban Egea, a native Colombian who is linguistics specialist at the institute in between jobs at Harvard and Ohio State.

"**THAT'S** just the way we Spanish-speaking people feel about you. But there are differences:

Egea

Mrs. Suarez

Mrs. Rueben

"English is a stress-time language, while Spanish is a syllable-time language. In English one might say, 'I HAVE my return ticket,' while in Spanish each word would get equal emphasis."

Mrs. Maria Suarez, who teaches Spanish in a Pennsylvania high school, said she didn't know a word of English when she and her husband came from Havana to Miami in 1961.

"Now, my son and I speak Spanish to each other every day after school, so that he won't forget how," she said. And she's doing fine with her English.

Mrs. Maria Reuben, a Mexican who teaches in New York City, said the teachers "in English, speak very slow."

"**YOU SPEAK** English very slow," laughed a man next to her. "Well, I speak English very bad!"

The warm, friendly atmosphere of the institute has been maintained in spite of some natural rivalries. There are participants from El Salvador and Honduras, two Latin nations currently at war.

"We have some arguments about it," said the El Salvador lady with a smile, "but no big fights. Not yet anyway!"

THERE'S ALSO a demonstration class in which the participants observe an expert teacher of Spanish working with 30 boys and girls between the ages of 13 and 15.

They wrote a poem about their struggle, titled "To Revange or No To Revange," and supposedly set to the tune of "Jingle Bells:"

"Mr. Hoffman and McNally
"Give us what it takes
"Drills and patterns . . .
"Pattern drills . . .
"Make us feel so dumb . . .
"Useless pairs
"Hateful drills
"Practice all the time
"Oh, my God
"What's wrong with us?
"Wi stil rong ol di taim."

Summer Spanish Class at UD

The University of Dayton, in connection with the Education Professions Development Act, is sponsoring a demonstration class in Spanish instruction and learning at its campus from June 23 to Aug. 8, 1969.

Only 25 students who have not previously studied Spanish and will be entering the 7th, 8th or 9th grade in the fall will be accepted for the demonstration class.

THE PROGRAM is designed to provide the participants an opportunity to observe professional Spanish teachers.

The course will be instructed by Professor Sid Guillen, Kentucky Southern College at Louisville, and Professor Ben DeSalvo of Hall high school in West Hartford, Conn.

The course will be centered on the observation of the professors and the techniques, devices and materials used. The class will meet five days a week, including two days of language labs.

The program is headed by Dr. Mario Saquel-Montalva of the University of Dayton.

June 11, 1969

Dr. Saquel:

The enclosed clipping is quite interesting to me. Congratulations -- thought perhaps you might like to have it for your Institute files.

Charles R. Tarzinski

Charles R. Tarzinski
Coordinator for Federal Programs

News from

THE UNIVERSITY OF DAYTON
PUBLIC RELATIONS DEPARTMENT
DAYTON, OHIO 45409 AREA CODE 513 461-5500 EXT. 500

JOE McLAUGHLIN
DIRECTOR, GENERAL PUBLICITY

DAYTON, Ohio, March 28, 1969 --- The University of Dayton will offer a seven week Summer Language Institute for native speaking secondary school teachers of Spanish (grades 7-12), from June 23 to August 8. This program is authorized by the Education Professions Development Act (EPDA) and in cooperation with the United States Office of Education.

Under the direction of Dr. Mario Saquel, Director of International Education at UD, the summer institute is designed to increase teaching effectiveness in a Spanish class conducted by native speakers in high schools throughout the U.S. A six-method program will be used in order to bring about this objective.

Included in this plan will be (1) An Applied Linguistics course consisting in a systematic description of Spanish and English phonology, morphology and syntactic interferences plus the proper use of drills for their prevention and correction; (2) Cultures in Contrast, which will focus on Spanish-speaking America in contrast to English-speaking North America. This will attempt to bring the participants to a level of accuracy in comparing and reviewing their own Hispanic cultural patterns with those of North America. (3) A Demonstration Class aimed to provide participants with an opportunity to observe an expert teacher of Spanish in action, and to teach 25 to 30 boys and girls, age 13 to 15 years, under supervision and observation; (4) Methods Workshop centered on the observation of the demonstration class and the rationale behind the techniques, devices and materials employed by the instructor. It will also be devoted to the discussion and analysis of methods, techniques and teaching materials now in general use. (5) 2 Laboratory courses in the understanding and application of the advantages offered by known audio-visual methods and (6) 2 Composition and Conversation Courses for the practice in oral and written English and Spanish as a vehicle of communication in the teaching of a foreign language.

The teaching staff for the summer institute will include: Dr. George Ruppel, S.M., professor of American History at UD; Mr. Ben DeSalvo, Language Laboratory Specialist at Hall High School, West Hartford, Connecticut; Mr. Esteban Egea, specialist in applied linguistics and coordinator pattern practice; Mr. Sid Guillen, assistant professor at Kentucky Southern University who will act as demonstration teacher and methods specialists; Mr. John J. McNally, instructor of English at UD who will be in charge of English composition and conversation and Miss Mary Lou Scalise, assistant professor at Gannon College who will instruct the course in Spanish composition and conversation.

The 40 participants will attend the summer institute at government expense, receiving federal allowances of $75 plus $15 for each dependent in addition to tuition, room and board. Satisfactory completion of the program will be recognized by the award of an Institute certificate. Those desiring graduation credit must take final examinations and will earn two credits in each area except Techniques of the Language Laboratory, for which one credit will be granted.

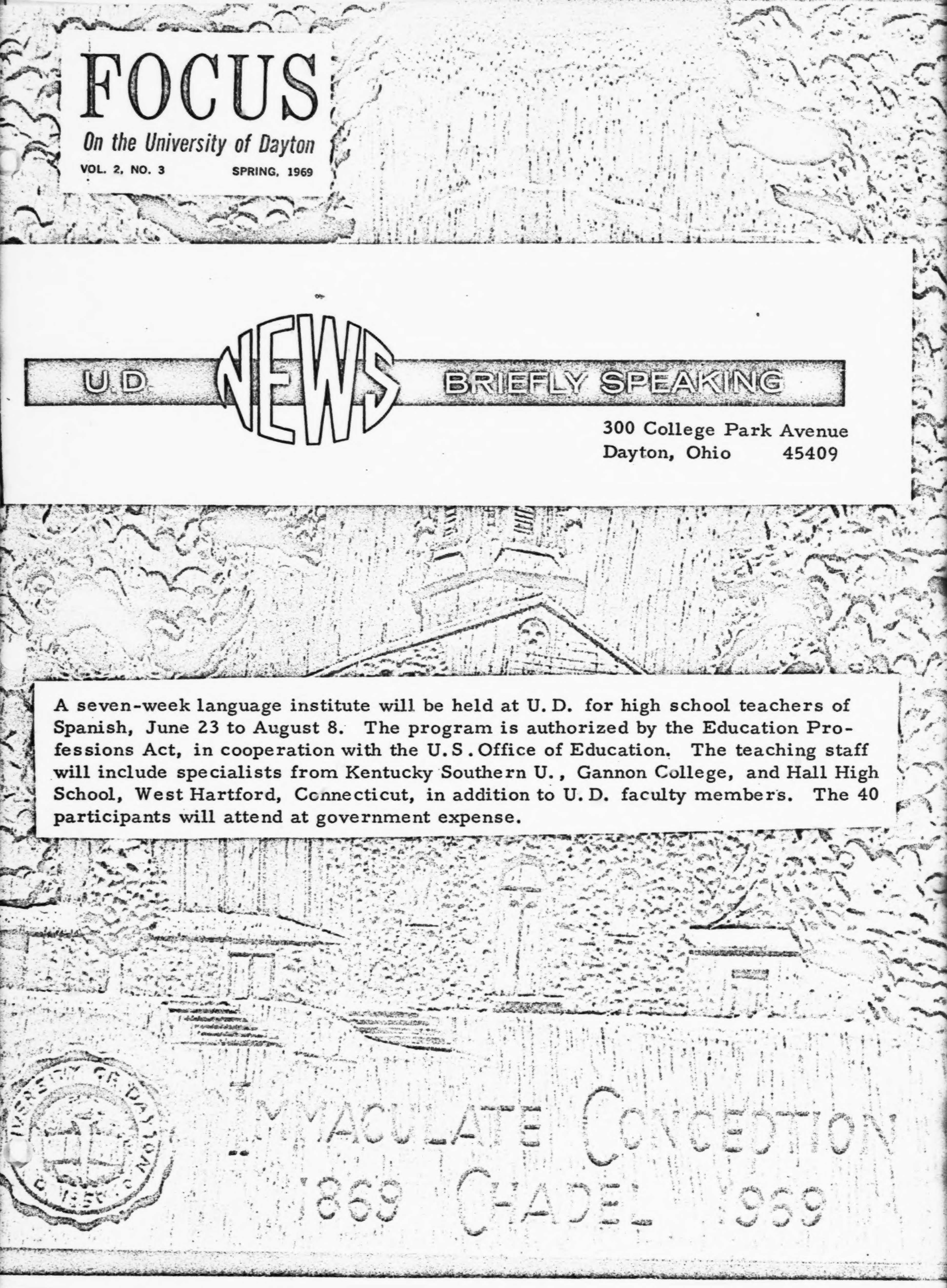
Classes are scheduled from 7:45 a.m. to 5:30 p.m. and study hours from 7 to 10 p.m. All teachers will be required to live in UD dormitories and attend all classes, study sessions and meals strictly according to schedule.

FOCUS
On the University of Dayton
VOL. 2, NO. 3 SPRING, 1969

U.D. NEWS BRIEFLY SPEAKING

300 College Park Avenue
Dayton, Ohio 45409

A seven-week language institute will be held at U.D. for high school teachers of Spanish, June 23 to August 8. The program is authorized by the Education Professions Act, in cooperation with the U.S. Office of Education. The teaching staff will include specialists from Kentucky Southern U., Gannon College, and Hall High School, West Hartford, Connecticut, in addition to U.D. faculty members. The 40 participants will attend at government expense.



UD to Offer Spanish For Summer

The University of Dayton will offer a seven-week summer language institute, July 23 to Aug. 8, for native-speaking secondary school teachers of Spanish.

Dr. Mario Saquel, director of international education at UD, will coordinate the institute, for which the University has received a U.S. Office of Education grant.

Six study methods will be approached: Applied linguistics, cultures in contrast, demonstration, methods workshop, audio-visual aids and composition and conversation.

The participants—40 can be accommodated — will receive federal allowances of $75 plus $15 for each dependent and tuition, room and board in UD dormitories.

Spanish Teacher Joins Institute

Jose Carlos Vazquez

Jose Carlos Vazquez, Nanuet High School Spanish teacher, will participate in the Education Profession Development Institute at the University of Dayton from June 23 to Aug. 8.

The institute is sponsored by the Office of Education and is geared to encourage teachers to improve their teaching skills.

Vazquez, a native of Spain, came to this country as an exchange teacher and was chairman of the Spanish department at the Bi-Lingual Institute in New York, prior to his work at Nanuet.

UD Plans Institute For Spanish Teachers

The University of Dayton will offer a seven-week summer language institute for native speaking secondary school teachers of Spanish (grades 7-12), from June 23 to August 8. This program is authorized by the Education Professions Development Act (EPDA) and in cooperation with the United States Office of Education.

Under the direction of Dr. Mario Saquel, director of international education at UD, the summer institute is designed to increase teaching effectiveness in a Spanish class conducted by native speakers in high schools throughout the U.S.

Summer Spanish Class at UD

The University of Dayton, in connection with the Education Professions Development Act, is sponsoring a demonstration class in Spanish instruction and learning at its campus from June 23 to Aug. 8, 1969.

Only 25 students who have not previously studied Spanish and will be entering the 7th, 8th or 9th grade in the fall will be accepted for the demonstration class.

THE PROGRAM is designed to provide the participants an opportunity to observe professional Spanish teachers.

The course will be instructed by Professor Sid Guillen, Kentucky Southern College at Louisville, and Professor Ben DeSalvo of Hall high school in West Hartford, Conn.

The course will be centered on the observation of the professors and the techniques, devices and materials used. The class will meet five days a week, including two days of language labs.

The program is headed by Dr. Mario Saquel-Montalva of the University of Dayton.

APPENDIX B

Staff Personal Data

Section II

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

PERSONAL DATA

1. NAME 2. ADDRESS OF STAFF MEMBERS (HOME)	3. PRE-INSTITUTE AND 4. POST-INSTITUTE SCHOOL ADDRESS
1. DESALVO, Ben 2.	3. William Hall High School 50 S. Main Street W. Hartford, Conn. 06107 4. Same
1. EGEA, Esteban R. 2. 27 Palfrey St. Watertown, Mass. 02138 (From Aug. 9 - Sept. 10) 599 Stinchcomb Rd. Apt. #8 Columbus, Ohio (From Sept. 11, 1969 on)	3. Dept. of Romance Languages 201 Boylston Hall Harvard University Cambridge, Mass. 02138 4. Ohio State University Department of Romance Languages Columbus, Ohio 43210
1. GUILLEN, Sid D. 2. 2304 Melody Lane Norwood Hills Anderson, Indiana 46012	3. Kentucky Southern College 9001 Shelbyville Road Louisville, Kentucky 40222 4. Anderson College Anderson, Indiana 45409
1. HOFFMANN, Harold 2. 2099 Paddock Road Seaford, New York 11783	3. Burr's Lane Jr. High School Burr's Lane R.D. #6 Huntington, New York 11743 4. Same
1. KAGEY, Lynda L. 2. 6922 N. Broad Street Apt. I-1 Philadelphia, Pennsylvania 19126	3. Ogontz Jr. High School Montgomery Ave. & High School Road Elkins Park Philadelphia, Penn. 19117 4. -
1. KLEIN, Sheryl 2. 447 Maren Street West Hempstead, New York 11552	3. Malverne High School Malverne, New York 4. Oceanside J.H.S. Merle Avenue Oceanside, New York

1. NAME 2. ADDRESS OF STAFF MEMBERS	3. PRE-INSTITUTE AND 4. POST-INSTITUTE SCHOOL ADDRESS
1. MCNALLY, John J. 2. 101 E. Sheringham Court Kettering, Ohio 45429	3. University of Dayton 300 College Park Avenue Dayton, Ohio 45409 4. Same
1. PURMALIS, Ruth C. 2. 1125 N.W. 133 Street Miami, Florida 33168	3. McArthur High School Hollywood, Florida 4. -
1. RUPPEL, Bro. George J. 2. Alumni Hall University of Dayton Dayton, Ohio 45409	3. Department of History University of Dayton 300 College Park Avenue Dayton, Ohio 45409 4. Same
1. SCALISE, Mary Lou 2. 516 West 8th Street Erie, Pennsylvania 16502	3. Gannon College Perry Square Erie, Pennsylvania 16501 4. Same

APPENDIX C

Participants' Data

Section III

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

PERSONAL DATA

1. NAME 2. HOME ADDRESS OF PARTICIPANTS 5. **Country of Origin**	3. PRE-INSTITUTE AND 4. POST-INSTITUTE SCHOOL ADDRESS
1. ALVAREZ, Bruno C. 2. 2170 N, 42nd Street Milwaukee, Wisconsin 53208 5. **Cuba**	3. Pius XI High School 135 N. 76 Street Milwaukee, Wisconsin 53213 4. Kaukauna High School Kaukauna, Wisconsin 54130
1. ASTUDILLO, Jose M. 2. 200 State Street Medina, New York 14103 5. **Ecuador**	3. Medina Senior High School Catherine Street Medina, New York 14103 4. Same
1. CARDENAS, Hugo W. 2. 2306 Appletree Drive Hagerstown, Maryland 21740 5. **Peru**	3. North Hagerstown High School Hagerstown, Maryland 21740 4. Same
1. DADER, Alvaro G. 2. 2732 W. New Avenue Rosemead, California 91777 5. **Spain**	3. Frederick Douglass Child Center 4050 Buckingham Road Los Angeles, California 90008 4. Same
1. DIAZ, Anibal T. 2. 1231 Saint Basil Street Allentown, Pennsylvania 18104 5. **Cuba**	3. William Allen High School 17th & Turner Streets Allentown, Pennsylvania 18104 4. Same
1. FAS, Miguel J. 2. P. O. Box 123 Cabo Rojo, Puerto Rico 00623 5. **Puerto Rico**	3. Our Lady of Mount Carmel School Box 3204 Mayaguez, Puerto Rico 00708 4. Same
1. FERNANDEZ, Emma L. 2. 210 Main Street Goshen, New York 10924 (P.O. Box 587) 5. **Cuba**	3. Goshen Central High Lincoln Avenue Goshen, New York 10924 4. Same

1. NAME
2. HOME ADDRESS OF PARTICIPANTS
5. Country of Origin

3. PRE-INSTITUTE AND
4. POST-INSTITUTE SCHOOL ADDRESS

1. GARRIGA, Francisco
2. 623 Miner Avenue
Ladysmith, Wisconsin 54848
5. Cuba

3. Riverdale High School
P. O. Box 66
Muscoda, Wisconsin 53573
4. Same

1. HANEY, Maria D.
2. 516 Uluhala Street
Kailua
Oahu, Hawaii 96734
5. El Salvador, C.A.

3. Maryknoll High School
1402 Punahou Street
Honolulu, Hawaii 96822
4. Same

1. HEVIA, Carlos
2. Pres-Mar States
Bldg. 7, Apt. 4
Le Roy, New York
5. Spain

3. Caledonia-Mumford Central School
Caledonia, New York 14423
4. Same

1. LAUVER, Paul
2. R. R. #3
Howe, Indiana 46746
5. Argentina

3. Westview Jr.-Sr. High School
R. R. #1
Topeka, Indiana 46571
4. Same

1. LAWRENCE, Leonore
2. 12231 1st Ave. S.
Seattle, Washington 98168
5. Chile

3. Federal Way High School
30611 16th Avenue South
Federal Way, Washington 98002
4. Same

1. LOVE, Lilian
2. 1103 N. 7th Avenue
Laurel, Mississippi 39440
5. Argentina

3.
4. Laurel City School
Laurel, Mississippi 39440

1. LOZA, Luz B.
2. 105 Pinedale Avenue
Oroville, California 95965
5. Mexico

3. Central School
P. O. Box 186
Oroville, California 95965
4. Same

1. LUSTRE, Stella V.
2. 591 Commercial
Astoria, Oregon 97103
5. Philippines

3. Hartline School District
Box 117
Hartline, Washington 99135
4. Bickleton School District
Bickleton, Washington

1. NAME
2. HOME ADDRESS OF PARTICIPANTS
5. Country of Origin

3. PRE-INSTITUTE AND
4. POST-INSTITUTE SCHOOL ADDRESS

---

1. MASVIDAL, Emma J.
2. 260 Concord Drive
Paramus, New Jersey 07652

5. Cuba

3. Immaculate Heart Academy
Van Emburgh Ave.
P. O. Box 300
Westwood, New Jersey
4. Same

---

1. MENA, Fidelia
2. 81 Carson Avenue
Newburgh, New York 12550

5. Cuba

3. South Jr. High School
Monument Street
Newburgh, New York 12550
4. Same

---

1. PERERO, Mariano
2. 147-17 Charter Road
Apt. 15 GA
Jamaica, New York 11435

5. Spain

3. United Nations International School
418 E. 54th Street
New York, New York 10022
4. Same

---

1. PEREZ, Bro. Isaac R.
2. 200 Clinton Avenue
Staten Island, New York 10301

5. Cuba

3. St. Peter's High School For Boys
200 Clinton Avenue
Staten Island, New York 10301
4. Same

---

1. PICKETT, Carmencita de
2. 1109 State Street
Utica, New York

5. Columbia

3. Whitesboro Central School
Oriskany Boulevard
Whitesboro, New York 13492
4. Same

---

1. PICO, Helia B.
2. 5132 Dodge Street
Omaha, Nebraska 68132

5. Cuba

3. Omaha South High School
4519 S. 24th
Omaha, Nebraska 68107
4. Same

---

1. PINKSTON, Maria Nora
2. 10101 West 88th Street
Overland Park, Kansas 66212

5. Peru

3. Shawnee Mission East High School
75th and Mission Road
Prarie Village, Kansas
4. Same

---

1. REUBEN, Maria Elena
2. 102-18 64 Ave. Apt. 1L
Forest Hills
New York, New York 11375

5. Mexico

3. Christ The King High School
68-02 Metropolitan Avenue
Middle Village
New York, New York 11379
4. Same

1. NAME 2. HOME ADDRESS OF PARTICIPANTS 5. Country of Origin	3. PRE-INSTITUTE AND 4. POST-INSTITUTE SCHOOL ADDRESS
1. REYES, Juan M. 2. 221 Greenbank Road Apt. A-2 Wilmington, Delaware 19808 5. Mexico	3. The Brandywine Springs School 2916 Duncan Road Wilmington, Delaware 19808 4. Same
1. RIOSECO, Hector 2. 309 Chicago Avenue Maywood, Illinois 60153 5. Cuba	3. Joliet Catholic High School 29 North Broadway Joliet, Illinois 60435 4. Same
1. RUIZ, Rene F. 2. 78 Valley Road Butler, New Jersey 07405 5. Cuba	3. Kinnelon High School Kinnelon Road Kinnelon, New Jersey 07405 4. Same
1. SAEZ, Rubens D. 2. 209 Eastwood Drive Jacksonville, North Carolina 28540 5. Cuba	3. Swansboro High School Swansboro, North Carolina 28584 4. Same
1. SALADRIGAS, Carlos A. 2. 10 Hopkins Road Apt. 1 Liverpool, New York 13088 5. Cuba	3. Fabius Central School Fabius, New York 13063 4. Same
1. SANCHEZ, Eduardo A. 2. 85 Quincy Street Passaic, New Jersey 07055 5. Cuba	3. Bergen Catholic High School 1040 Oradell Avenue Oradell, New Jersey 07049 4. Same
1. SANTOS, Ana Lucia 2. 70 Fairfield Way Apt. 15 Commack, New York 11725 5. Cuba	3. Commack Senior High School (North) Scholar Lane Commack, New York 11725 4. Commack Senior High School (South) Scholar Lane Commack, New York 11725
1. SOSA, Omelio 2. 2700 Meadow Drive Lafayette, Indiana 47904 5. Cuba	3. Jefferson High School 609 N. 9th Street Lafayette, Indiana 47904 4. Same

1. NAME
2. HOME ADDRESS OF PARTICIPANTS
5. Country of Origin

3. PRE-INSTITUTE AND
4. POST-INSTITUTE SCHOOL ADDRESS

1. SUAREZ, Jose M.
2. 6015 Hudson Ave. Apt. 6
West New York, New Jersey 07093
5. Cuba

3. Madison High School
Ridgedale Avenue
Madison, New Jersey 07940
4.

1. SUAREZ, Maria H.
2. Taylor Avenue
Wyalusing, Pennsylvania 18853
5. Cuba

3. Wyalusing High School
Wyalusing, Pennsylvania 18853
4. Same

1. TEJERA, Diego V.
2. Kimball Union Academy
Meriden, New Hampshire 03770
5. Cuba

3. Kimball Union Academy
Meriden, New Hampshire 03770
4. Same

1. VALENTIN, Ramon L.
2. 65 Fairfield Way
Commack, New York 11725
5. Puerto Rico

3. Candlewood J.H.S.
1200 Carll Straight Path
Dix Hills, New York 11746
4. Same

1. VAZQUEZ, Jose-Carlos
2. 254 No. Main Street
Spring Valley, New York 10977
5. Spain

3. Nanuet High School
103 Church Street
Nanuet, New York 10954
4. Same

1. VELASQUEZ, Sister Maria Lucia
2. St. Thomas Convent
1025 Braddock Avenue
Braddock, Pennsylvania 15104
5. Columbia

3. St. Thomas District High School
1025 Braddock Avenue
Braddock, Pennsylvania 15104
4. Same

1. VITORES, Julio (Bro.)
2. 1241 Kennedy Boulevard
Bayonne, New Jersey 07002
5. Spain

3. Marist High School
1241 Kennedy Boulevard
Bayonne, New Jersey 07002
4. Same

1. VOSGERICHIAN, Minerva S.
2. 1595 No. Thompson Drive
Bay Shore, New York 11706
5. Puerto Rico

3. South Jr. High School
Candlewood Road
Brentwood, New York 11717
4. Same

1. ZABALA, Bro. Enrique
2. 56 Castello
Madrid 1, Spain
5. Spain

3. Colegio Ponceno De Varones
Calle Luna Box 3795
Ponce, Puerto Rico 00731
4. Colegio Nra Sra Del Pilar
56 Castello
Madrid 1, Spain

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

STATE	SCHOOL
California	
Dader, Alvaro G.	Frederick Douglass Child Center 4050 Buckingham Los Angeles, California 90008
Loza, Luz B.	Central School P. O. Box 186 Oroville, California 95965
Hawaii	
Haney, Maria D.	Maryknoll High School 1402 Punahou Street Honolulu, Hawaii 96822
Illinois	
Rioseco, Hector	Joliet Catholic High School 29 North Broadway Joliet, Illinois 60435
Indiana	
Lauver, Paul J.	Westview Jr.-Sr. High School R. R. #1 Topeka, Indiana 46571
Sosa, Omelio T.	Jefferson High School 609 N. 9th Street Lafayette, Indiana 47904
Kansas	
Pinkston, Maria N.	Shawnee Mission East High School 75th and Mission Road Shawnee Mission, Kansas
Maryland	
Cardenas, Hugo W.	North Hagerstown High School Hagerstown, Maryland 21740
Nebraska	
Pico, Helia	Omaha South High School 4519 S. 24th Omaha, Nebraska 68107

STATE	SCHOOL
New Jersey	
Masvidal, Emma J.	Immaculate Heart Academy Van Emburgh Ave. P. O. Box 300 Westwood, New Jersey
Ruiz, Rene F.	Kinnelon High School Kinnelon Road Kinnelon, New Jersey 07405
Sanchez, Eduardo A.	Bergen Catholic High School 1040 Oradell Avenue Oradell, New Jersey 07049
Suarez, Jose M.	Madison High School Ridgedale Avenue Madison, New Jersey 07940
Vitores, Julio	Marist High School 1241 Kennedy Boulevard Bayonne, New Jersey 07002
New York	
Astudillo, Jose M.	Medina Central School' Catherine Street Medina, New York 14103
Fernandez, Emma L.	Goshen Central High Lincoln Avenue Goshen, New York 10924
Hevia, Carlos	Caledonia-Mumford Central School Caledonia, New York 14423
Mena, Fidelia	South Jr. High School Newburgh, New York 12550
Perero, Mariano	United Nations International 418 E. 54th Street New York, New York 10022
Perez, Brother Isaac	St. Peter's High School For Boys Clinton & Henerson Avenues Staten Island, New York 10301

STATE	SCHOOL
New York (cont.)	
de Pickett, Maria del C.	Whitesboro Central School Oriskany Boulevard Whitesboro, New York 13492
Reuben, Maria E.	Christ The King High School 68-02 Metropolitan Avenue Middle Village, New York 11379
Saladrigas, Carlos A.	Fabius Central School Fabius, New York 13063
Santos, Ana L.	Commack Senior High School, North Scholar Lane Commack, New York 11725
Valentin, Ramon L.	Candlewood J.H.S. 1200 Carll Straight Path Dix Hills, New York 11746
Vazquez, Jose C.	Nanuet High School 103 Church Street Nanuet, New York 10954
Vosgerichian, Minerva S.	South Jr. High School Candlewood Road Brentwood, New York 11717
New Hampshire	
Tejera, Diego, V.	Kimball Union Academy Meriden, New Hampshire 03770
North Carolina	
Saez, Rubens D.	Swansboro High School Swansboro, North Carolina 28584
Sanchez, Berta I.	Charity High School P. O. Box 492 Rose Hill, North Carolina 28458
Ohio	
Love, Lilian B.	147 Plumwood Road #107 Dayton, Ohio 45409

STATE	SCHOOL
Pennsylvania	
Diaz, Anibal T.	William Allen High School 17th and Turner Streets Allentown, Pennsylvania 18104
Mejia, Juan A.	Perkiomen School Seminary Avenue Pennsburg, Pennsylvania 18073
Suarez, Maria H.	Wyalusing High School Wyalusing, Pennsylvania 18853
Velasquez, Sister Maria	St. Thomas District High School 1025 Braddock Avenue Braddock, Pennsylvania 15104
Puerto Rico	
Fas, Miguel J.	Our Lady of Mount Carmel School Box 3204 Mayaguez, Puerto Rico 00708
Zabala, Brother Enrique	Colegio Ponceno De Varones Calle Luna Box 3795 Ponce, Puerto Rico 00731
Washington	
Lawrence, Leonor A.	Federal Way High School 30611 16th Avenue South Federal Way, Washington 98002
Lustre, Stella V.	Hartline School District Box 117 Hartline, Washington 99135
Wisconsin	
Alvarez, Bruno	Pius XI High School 135 North 76 Street Milwaukee, Wisconsin 53213

APPENDIX D

Correspondence To Staff

Section IV

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

February 20, 1969

My Dear Friend:

As I promised in my previous communication to you, I am writing now to tell you good news about our Institute which has been "almost budgeted", and for that we do not have to have more hesitation and inhibitions. Our budget will be very limited but still sufficient to operate the Institute. Participants have been reduced from fifty to forty and native informants from six to four. We have been very lucky, too, in finding a Professor for our course in Hispano-American and North American Culture and Civilization in Contrast. He is Dr. George Ruppel, S.M. He is a Professor of History at the University of Dayton; as you see, after running all over the country for this member of our staff, he happens to be right here, which proves that many times we are blind and not able to see our own.

We have not sent the application forms because they have been delayed in Washington, D.C., but our brochure will be ready to be mailed this coming week. Nevertheless, we have received close to two hundred letters applying for those forty vacancies. It will be a tough job to make a fair selection.

Do you have some suggestions about one or two male native informants; they must be experienced North American school teachers of Spanish with good English and pedagogical knowledge. If so, please send me his or their names and addresses so I can contact them.

The more I go over the schedule and details of our Institute the more I find out that it will be exceedingly inter-related, one to each other. If you have suggestions on this matter, please either let me know about them or just directly contact the other member of the staff with whom you feel you should be in the strongest agreement.

Please prepare the pre-Institute reading that you will suggest to your participants so in due time I will be able to recommend the bibliography to the participants before they come to the Institute.

I kindly want to remind you about two facts. One, most of our staff have already worked together, thus knowing each other and achieving a great deal of friendship. Two, the University of Dayton has been exceedingly successful with its three previous Institutes of Spanish, and nobody sees any reason why we should fail in getting same or better qualifications within the same task.

I mentioned the above mainly to let you know that any inquietude or errand that you have or wish me to perform I am, for that matter, your servant. So, just order or wish and I shall do my best to comply.

This is all there is to report for the time being, I remain here, as always, your friend and at your service.

Sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON

Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

March 13, 1969

TO ALL MEMBERS OF THE STAFF:

Listed below are the members of the staff with the field each one is going to teach:

Professor Esteban Egea - will teach Applied Linguistics, Pattern Sentence Practice, and Spanish Composition.

Brother George J. Ruppel - will teach Hispano-American and North American Cultures and Civilizations In Contrast.

Professor John J. McNally - will teach English Composition and English Conversation.

Professor Ron DeSalvo - will teach Language Laboratory Techniques and Workshop, and Spanish Composition.

Professor Sid Guillén - will teach Demonstration Class, and Methods Workshop.

Professor Mary Lou Scaline - will teach Spanish Composition.

Native Informants (Mrs. Lynda Lou Kagey, Miss Sheryl Klein, Mrs. Ruth C. Fumallo, Main Informant) - will teach Pattern Sentence Practice, Phonetics Practice In The Laboratory, English Composition, and English Conversation.

I am also enclosing the names and addresses of all members of the staff, and an explanation of the field each one is going to teach.

If you have any ideas about how to implement your own projected teaching with that of other members of the staff, I would appreciate it very much if you would get in touch with those you feel you have some special contact in order to make a better syllabus and to help others make theirs better.

Thank you very much.

Sincerely,

Mario Bagnol-Montalva
Director, EPDA Summer Spanish Institute

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

April 3, 1969

TO ALL MEMBERS OF THE STAFF:

I am enclosing some material that I gathered while attending the Special Media Institute, as a participant, held at Monmouth College in Oregon. I thought you would be interested in reading some of it.

Also, if you think there is some material you would like to have in the library, or a book you would recommend the participants to buy for themselves, please let me know.

Please send me as soon as possible a list of text books you are planning to use in order for us to order them from the bookstore.

Thank you very much.

Very sincerely yours,

Mario Saquel-Montalva
Director, EPDA Spanish Institute

MS:mjg
Encls.

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

April 3, 1969

TO ALL NATIVE INFORMANTS:

I am enclosing some material that I gathered while attending the Special Media Institute, as a participant, held at Monmouth College in Oregon. I thought you would be interested in reading some of it.

Also, if you think there is some material you would like to have in the library, or a book you would recommend the participants to buy for themselves, please let me know.

Thank you very much.

Sincerely yours,

Mario Saquel-Montalva
Director, EPDA Spanish Institute

MS:mjg
Encls.

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

April 29, 1969

MEMO TO THE STAFF:

In order for us to complete your Contract Form, please fill out the enclosed W-4 Form and return to this office as soon as possible.

I am also enclosing a list of the textbooks which you will be using in the Institute. We have ordered complimentary (desk) copies from our bookstore for the staff, but for your immediate consideration they are as follows:

1. LANGUAGE & LIFE IN THE U.S.A. 2nd Edition 1968
   Gladys Doty & Janet Ross
   HARPER & ROW, PUBLISHERS
2. WRITING ENGLISH 1st Edition 1965
   Gladys Doty & Janet Ross HARPER & ROW, PUBLISHERS
3. A PROGRAM INTRODUCTION TO LINGUISTICS, C. Buchanan 1962
   D. C. HEATH CO., PUBLISHERS (To be read by participants before their arrival at the Institute.)
4. TEACHING SPANISH: A Linguistic Orientation
   Politzer and Staubach Revised Edition, 1967
   BLAISDELL CO. PUBLISHERS
5. THE GRAMMATICAL STRUCTURES OF ENGLISH AND SPANISH
   Stockwell and Bowen THE UNIVERSITY OF CHICAGO PRESS 1965
6. SPANISH PRONUNCIATION: Theory and Practice, John B. Dalbor
   1969 HOLT, RINEHART AND WINSTON, PUBLISHERS
7. MODERN SPANISH, Bolinger 2nd Edition 1966
   HARCOURT, BRACE & WORLD, INC.
8. MODERN ENGLISH, W. E. Rutherford 1968
   (A Textbook For Foreign Students)
   HARCOURT, BRACE & WORLD, INC.
9. ENGLISH PATTERN PRACTICE, R. Lado and C. Fries
   1964 8th Printing
   THE UNIVERSITY OF MICHIGAN PRESS
10. ENGLISH PRONUNCIATION, Lado and Fries 1964
    THE UNIVERSITY OF MICHIGAN PRESS

11. CREATIVE SPANISH, C. Olstad and L. Barrow 1965
    HARPER AND ROW, PUBLISHERS
12. HANDBOOK OF AMERICAN HISTORY, Donald B. Cole 1968
    HARCOURT, BRACE, & WORLD, INC.
13. EL CONTINENTE DE SIETE COLORES, German Arciniegas
    HARCOURT, BRACE, & WORLD 1967
14. INSIDE U.S.A., John Gunther HARPER & ROW, PUBLISHERS
    (To be read by participants before their arrival
    at the Institute)
15. ENTENDER Y HABLAR, La Grone-McHenry-O'Connor
    HOLT, RINEHART, WINSTON, PUBLISHERS
16. LANGUAGE LEARNING, Robert Lado
    UNIVERSITY OF MICHIGAN PRESS
17. THE LANGUAGE LABORATORY, Joseph C. Hutchinson
    Materials Center MLA
    4 Washington Place New York, N. Y. 10003

You will be receiving additional information from me very soon.

Sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

P. S. I have checked the books pertaining to your courses.

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

Memorandum No. 2

From: Mario Saquel-Montalva

Date: May 20, 1969

Dear Colleague:

With our population (staff and participants) problem solved, we are ready to move into Phase 2 of our plan of operation, the organization of our instruction program. But before we go into that, allow me to give you some latest information that could bring you a better point of view of what has been done here during these days.

APPOINTMENTS

I have your appointments already processed. I need the birth dates of every one of you. They are needed in the Personnel Office for the processing of your contract. Your prompt attention to this matter will be appreciated.

HOUSING

I am enclosing an application card for room. Please fill it out and send it along with the previously requested information as soon as possible.

ORGANIZATION

As we stated before, we have already sent you the details of our plan of operation, meaning that you have the objective of your course in which you will take part, as well as those of other members of the staff. Please read them again to obtain a general but accurate view of the entire composition of the institute. For the few of you who have not had previous experience in this type of institute, I would suggest a quick reading of Nelson Brooks, Language and Language Teaching; Robert Lado's, Language Teaching; and Lado's Linguistics Across Cultures. These three books will give you an insight into the basic philosophy and purpose of an institute.

About this, allow me to point out something an institute is not. It is neither a summer school nor an extention of graduate work. There is more emphasis on practical courses than on theory.

MEALS

Native informants are required to eat with the participants. Again, it is my hope that all of the members of the staff will be caught in the spirit of the institute and join the group at mealtime. We are enclosing a brochure containing information about housing and meals.

USE OF ENGLISH

Except for exceptional and administrative matters, it is expected that English will be used at all times by both participants and staff members. All instruction will be given in English except in the more technical classes and in some special instances. These special instances are subject to the staff's criteria.

DATES

For the staff, duty starts June 21. The first meeting will be at 3:00 o'clock pm on that day. Dormitories will be ready for occupancy on June 20. Registration for the participants will take place on Monday, June 23. Classes will start at 7:15 am Tuesday ~~Thursday~~, June 24. The last class will be held on August 6. Closing date of the institute for the staff will be August 12.

ROOM CHARGES

The extra days that members of the staff will spend in the dormitories prior to June 23 and after August 8 will not be charged.

UNIFIED ORGANIZATION

The unifying factor of an institute can not be stressed enough. In order to establish this unification, I am asking you instructors whose name appears below to submit to me by June 2, a tentative outline for each course indicated after the name. These outlines will be studied in the light of the overall instruction and returned with corrections and suggestions if need be. The final outlines will be worked out jointly during the institute orientation session and included in a working master syllabus.

Professor Esteban Egea, Applied Linguistics
Pattern Sentence Practice

Professor George Rupple, Hispano-American and North American Cultures and Civilizations in Contrast

Professor John J. McNally, English Conversation and English Composition

Professor Ben DeSalvo, Language Laboratory Techniques and Workshop

Professor Sid Guillen, Demonstration Class and Methods Workshop

Professor Mary Lou Scalise, Spanish Composition

For the sake of clarity, I suggest that the outline include the following items in the order given:

1. Title of course.
2. General plan of the course - all courses will meet daily. Subtract one period for final examination.
3. Objective of the course - what do you intend to do in this course?
4. Procedure - how do you intend to reach above?
5. Evaluation - how do you intend to evaluate the participants' progress in one above? Do not overtest the participants! Quizzes may be all right once in a while, but, please, no tests during the institute. You will be expected to give a short test based on your class at the end of the institute in addition to your proficiency test.
6. Teaching aids - what will you need to make your teaching more efficient and effective?
7. Textbooks - remember the participants will have very little time for homework. Should the participants do any institute reading in preparation for your course? Again, remember, this is test time in most secondary schools and grades and reports are due. Do not expect the impossible. A bibliography of suggested reading after the institute is an excellent idea.

TEAM WORK

It is essential that each staff member know what other staff members are doing. To keep in touch, he should visit the other classes and confer with other staff members. Coordination to this high degree is an essential part of the job.

Each member of the staff must be concerned with the needs of every participant and with the total program. Each of us is responsible to assist in all kinds of remedial work, individual coaching, and extra curricular activities. I hope it will be possible for every one as much as possible, to eat with the participants and to engage actively in all the activities, parties, picnics, song fests, movies, and etc., etc., etc. Please keep in mind that this institute is a very peculair one composed, mainly, of people who have been hired by our school systems across the country for no other main reason than that they are native speakers of Spanish. But their culture and formal training are inadequate for the teaching of Spanish or of any subject other than what has been part of their professional activities in the native country. Moreover, these same high school teachers, I would point out, are seriously lacking in:

A. Knowledge of linguistics as applied to Spanish.

B. Knowledge of linguistics as applied to English, a language to which they must inevitably resort at certain stages in the teaching of Spanish, knowledge that is essential to the present function as a classroom teacher.

C. Basic knowledge of their own culture and civilization as well as of the United States.

D. Scientific knowledge of methods and their availability to make effective use of audio-visual equipment.

E. Knowledge of child psychology especially as it pertains to the United States.

F. Adequate control of speaking and reading English to the point that normal and proper balance in the use of English and Spanish is upset, with adverse effect on the teaching and learning process.

G. Experience and practical knowledge of the administration of examinations and tests to the pupils and in general, all other ways of evaluating teaching and learning, as well as texts and workbooks.

H. An accurate view of the system of education in general as used in the country, its aims and objectives, its recognized value, its cause and effect.

I. And, finally, for these same reasons listed above, some of them lack provisional or permanent certification for the teaching of Spanish in levels 7 through 12. As a consequence, they generally move from one school system to another as soon as they are required to obtain that certificate, they procrastinate and change location instead of conforming and becoming properly qualified for the certificate which their lack of training denies them.

FLEXIBILITY

Enclosed with this memorandum you will find the list of the participants as of today. It will appear at this time that our group will be a rather heterogeneous one and almost equally divided between men and women. We have tried to select the applications i within the frame of the criteria for admission. Past experience h has shown us that we should expect and be prepared for a group of participants who will range from good proficiency in English to sub-minimal standards, from no teaching experience to almost complete familiarity with the linguistic approach to teaching. They come from different countries in South America and even from Spain. Their backgrounds are very different, thus, their vocation and teaching skills vary. For this reason, we have made provision in our plan of operation for a certain amount of sectioning. Remember, however, that the effective level of instruction and definite number of participants in a section or group will not be known until we have the results of the pre-institute tests. Thus, I shall caution you to make your course outlines flexible enough so that you may adjust to any last minute changes. There must, of course, be a set up program and standards but they should also have a certain degree of flexibility. Standards may have to be revised depending on the proficiency of the participates. They may be better prepared or not so well prepared as anticipated. There may be less margin than planned for. More grouping may be necessary. It is quite possible that even more special remedial sessions may have to be set up for the accepted participants, etc. One of the most desirable qualities in an institute is flexibility, a readiness to adjust the program in the light of the unexpected varied abilities of the participants.

BOOKS

Again, I must ask you to furnish me as soon as possible the list of books you feel we should have in the library of the Spanish Institute.

A. Be specific, I need the title, author, publisher, and price if possible.

B. Be reasonable, when are the participants going to find time to read during the institute?

C. Be moderate, this is taxpayer money.

D. Be prompt, I need this information by June 2.

CO-CURRICULAR

1. It is our desire to make Sunday night movie night. We plan to show six or seven feature films. I would appreciate any information you could send to help me select good films with good sound tracks. Send this along with your books list by June 2.

2. It is our hope to devote to culture activities Tuesday and Friday nights. Films, lectures, singing, folk dancing, etc. Any suggestions you would like to make

would be appreciated. Many participants have told us that they will be glad to cooperate actively. What about you? My only comment in this is that it will not be advisable to design this activity into another class period. The atmosphere should be free and easy, and everybody should have a chance to relax once in a while.

3. Past experience has shown us that if the participant is allowed to leave the institute on weekends, those who leave break the training and those who stay behind are forlorn. Personally, I am firmly convinced that the participant should spend those weekends on campus in order to take full advantage of the opportunity for improvement in the target language. Some provision must be made for fruitful weekend activities (picnics, trips, parties, etc.) In addition to the feature films on Sunday night and the social get together on Saturday night, I would like your comments and suggestions on this matter. Naturally, we should not require everyone to take part in all the activities including picnics, trips, fiestas, parties, and etc. Some participants may need more rest than others. Again, it is my hope that a large proportion of the staff will join the participants in all the activities. All the staff members will be required to be present the first weekend and after that a schedule will be drawn up so that we will be assured that some faculty members will be present. The participants must not feel deserted. Some participants play piano or guitar. Could it be possible to organize some noisy musical group? What about you? I suggest there be some North American songs taught at our institute. Suggestions?

OTHER PLANNED ACTIVITIES

1. Kennedy Union has offered us a welcome party for the entire institute.
2. Farewell banquet - Spanish style (or should I say Cuban style?)
3. We are open to suggestions.

PAYMENTS

Your salary will be paid in three checks. The first one July 10, the second July 25, and the third August 10.

Very truly yours,

Mario Saquel-Montalva, Director
EPDA Summer Spanish Institute

MS:cac

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (epda)

May 27, 1969

MEMO TO THE STAFF:

Staff members who are required to be here before the official opening of the Institute and after August 8th will not be charged for their rooms, but will be charged the designated amount from June 23, 1969 till August 8, 1969. Meals will be on an ala carte basis before and after the Institute.

If you have not already done so, please return your application for summer housing as soon as possible.

Thank you very much.

Sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

June 10, 1969

Dear Colleague:

Because of the new regulations in the policy of the University of Dayton, formal contracts will not be issued this year for any Staff members teaching during the summer. The new policy asks just for the filling out of the Personnel Change Form Request which has been signed by the Department Head, Dr. James Ferrigno, and myself, and already approved by the Personnel Office.

You will find the specifications that you need plus the dates of the issuance of your checks. This form takes the place of the old contracts.

If your copy of your contract is not sent back to us from the Personnel Office in time for me to mail it to you, you can pick it up in my office the day you arrive.

Three checks will be issued. The dates are as follows: July 10, 1969; July 25, 1969; and August 10, 1969.

I remain here at your service.

Very truly yours,

Mario Saquel-Montalva
Director
EPDA Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

Memorandum to the Staff
From: Mario Saquel
Date: June 13, 1969

Dear Colleagues:

I hope this will be the last memorandum with which I take some of your time from you.

MEETING

We will hold our first general staff meeting on Saturday, June 21, at 3 o'clock, Miriam Hall, 8th floor, Faculty Lounge. Refreshments will be served after the meeting. The meeting will be opened by the Chairman of the Language Department, Dr. James M. Ferrigno: Dr. Ferrigno will depart for Europe on Sunday, June 22. This will be a pleasant opportunity for him to say hellowand goodbye to all of us.

AGENDA

There will be several topics that we shall have to work on during our meeting such as reviewing the tentative daily schedule; special scheduling for the first two days of the institute, considering time for tests, briefing, introduction to the staff, pay time and so on. Trusting on your experience and enthusiasm, I hope this meeting will be a very brief one.

BOOKS

Your requests for books and texts and other materials have been all filled out and they are ready for you.

SYLLABUS

The syllabi that you have sent to me have been reproduced in sufficient amount to be distributed to the participants during the first institute meeting to be held at 9 o'clock, Monday, June 23, Miriam Hall, Room 121.

RECEPTION

The University of Dayton has promised a welcome picnic on campus for our institute. It will be held at 6 o'clock on the grounds surrounding Kennedy Union. There will be portable and eatable items at no cost (at least some things have been left free in America) along with some amusement and entertainment. Guitars, voices and tricks are welcome.

LAST RECOMMENDATIONS

For those driving to Dayton, I kindly ask of them to do it in their most careful manner. Don't forget that we need you. For those coming by airplane, I kindly request that before boarding the plane, take all kinds of precautions that the plane will land at the Dayton Airport in Vandalia, not in Havana, Cuba.

Sincerely yours,

Mario Saquel-Montalva, Director
EPDA SPANISH Summer Institute

MS:cac

APPENDIX E

Correspondence
to
Applicants
Alternates
Participants

Section V

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE

EPDA

I have received your letter requesting an application for the EPDA Summer Spanish Institute from June 23 to August 8, 1969. At this time we are not ready to send applications, information or brochures, but we have kept your letter on file to be considered at the proper time.

You will hear from us within a very short time and we will be glad to send you all of the material requested.

Thank you very much for your interest.

Sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

March

Dear Applicant:

We welcome your application for admission to the Institute and assure you that it will be given careful consideration in the light of the criteria for admission set forth in our descriptive brochure. We ask you to fill out each form carefully and completely and to note the deadline date for mailing them back to me. Your cooperation will save us both much needless and time-consuming correspondence.

Your application packet consists of 3 items:

1. An Application for Admission which you are to complete and return to this office.

2. The Application For Admission-Modern Foreign Languages Supplement is also to be completed by you and returned to us. On the Modern Foreign Languages Supplement, No. 1, Language Qualifications, please read "Qualifications" on reverse side before completing this section, and please have in mind that you are qualifying yourself in English and not in Spanish or any other language.

3. On the Confidential Evaluation Form, print or type your name in the space provided. Then give the form to your principal, department chairman, superintendent, or immediate supervisor with the request that he complete it and mail it directly back to me.

When you are filling out items 1 and 2, please supply all requested information, including zip code and telephone numbers for school and home. Also keep in mind that this Institute is for Secondary School Teachers who are NATIVE speakers of Spanish. Please, do not mail any of these forms to the Office of Education, but only to me.

Please not the following deadlines:

1. Completed applications to the program must be postmarked no later than April 6, 1969.

2. Accepted applicants and alternates will be notified by letters postmarked by April 19, 1969.

3. Letters of acceptance from participants and alternates must be postmarked not later than April 28, 1969.

I am grateful for your interest in our Institute and extend to you every good wish for your success.

Very sincerely yours,

Mario Saquel-Montalva
Director, EPDA Spanish Institute

MS:mjg
Encls. (3)

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

March

Dear Applicant:

I am enclosing three forms.

I An Application for Admission which you are to complete and return to this office.

II The Application For Admission-Modern Foreign Languages Supplement is also to be completed by you and returned to us. On the Modern Foreign Languages Supplement, No. 1, Language Qualifications, please read "Qualifications" on reverse side before completing this section, and please have in mind that you are qualifying yourself in English and not in Spanish or any other language.

III The Confidential Evaluation Form is to be completed by your Principal or Superintendent and mailed by him directly to me.

Please, do not mail any of these forms to the Office of Education, but only to us.

Thank you very much.

Very truly yours,

Mario Saquel-Montalva
Director
EPDA Spanish Institute

MS:mjg
Encls. (3)

April 1969

Dear Teacher:

This will acknowledge receipt of your inquiry and application concerning the Spanish Institute to be held at the University of Dayton, Dayton, Ohio June 23rd to August 8th.

I regret to inform you that the deadline for applications was April 6, 1969 and, therefore, cannot honor your request and application which was postmarked after this date.

Very truly yours,

Mario Saquel-Montalva, Director
EPDA Summer Spanish Institute

MS:cac

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

April 16, 1969

Dear Applicant:

We are pleased to inform you that you have been selected to participate in our EPDA Institute for native speakers-teachers of Spanish to be held from June 23 to August 8, 1969. In order to avoid any possible misunderstandings, I refer you to the enclosed brochure which stipulates that all participants must reside and take meals in the Institute. In view of the intensive nature of the work, you are asked not to bring your dependents to Dayton. The allowance for dependents does not require their presence with you.

I must caution you that the Institute program will be strenuous. You are likely to have little time or energy for non-Institute activities.

If you plan to accept appointment as a participant in this program, a Letter of Acceptance and the enclosed Application for Stipend Form (OE Form 7213) must be submitted not later than April 28, 1969, along with the accompanying Memorandum No. 1. Your signature on both will imply your agreement to the conditions outlined herein. If your letter of Acceptance and Form OE 7213 are not received, your name will be dropped as an enrollee on May 9, 1969, and a replacement will be selected from the alternate candidates.

While the deadline for acceptance is Monday, April 28, 1969, I will be most gratified if you could let me know immediately whether or not you will participate in our program. A number of alternates have been designated and any individual selected as a participant by failing to reply by that date, will automatically be replaced. If you notify us by telephone or telegram, do not forget to return the enclosed forms. We need them in order to accept you.

Within a few days after receiving your acceptance, we would like to release an announcement of your award to your local newspapers and any other of your choice. You may assist considerably in the preparation of this news release by providing us with the names and corresponding photographs, and adequate details concerning your education, the school where you teach or will be teaching, and your work. This material should be sent in duplicate, should not exceed one double space typewritten page, and should reach us by May 19, 1969.

If you do accept this appointment, we will soon send you detailed information about housing, registration procedure, pay arrangements, and so on.

I assure you that we shall do everything possible to make your attendance at the EPDA Institute a pleasant, rewarding, strenuous, and memorable experience. Finally, we congratulate you on your appointment and look forward to seeing you here this coming summer.

Very cordially yours,

Mario Saquel-Montalva
Director, EPDA Summer Spanish Institute

MS:mjg
Encls.(4)

P.S. Should it happen that I could be absent for one or two days due to my duties as Director of the Office of International Education at this University or Consul of the Republica De Chile to the State of Ohio, please do not hesitate to contact Mrs. Peggy Goetz by telephone (1-513-461-5500, Extension 375). She will be delighted to give you suitable answers to your urgent questions. (Sorry, we cannot accept collect calls.)

UNIVERSITY OF DAYTON

SUMMER INSTITUTE IN SPANISH

STATEMENT OF ACCEPTANCE

I agree to accept appointment as a participant in the University of Dayton's Summer Institute in Spanish. I will devote my full time to the activities of the Institute and will engage in no remunerative employment during the period from June 23 to August 8, 1969. I agree to a stipend of $75. a week for myself and $15. a week for ______ dependents, payable only for the period of my full-time attendance at the Institute. I understand that no travel or other expense funds are provided.

______________________ ______________________

(Date) (Signature)

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

MEMORANDUM No. 1

To: Selectees and Alternates
FROM: Mario Saquel-Montalva, Director

Your answers to the following questions will aid our planning and organization. Please return by April 28.

1. I, ________________________________ accept your invitation
(Last Name) (First Name) (Initial)
to attend the Spanish Institute as a Participant ☐, Alternate ☐.

2. According to the "MLA Qualifications" I think my proficiency in English is equal to (check one only):

Level 2 (good)	☐ high	☐ average	☐ low
Level 3 (minimal)	☐ high	☐ average	☐ low

3. I feel my greatest need for improvement is in (indicate priority by using numbers: 1 = greatest need):

Listening comprehension	☐	Applied Linguistics	☐
Pronunciation	☐	Culture & Civilization	☐
Speaking	☐	Teaching Techniques	☐
Vocabulary	☐	Structure	☐

Use of Teaching Aids ☐
Use of Laboratory ☐
Other (Specify) ☐
____

4. My school is using - or is considering using:
Team Teaching____ Teaching Machines (Programmed instruction)____
Television_______

5. I have visited the following States of North America:

(State)	(Length of stay)(indicate by months)

6. I prefer the following accommodations if available:

Single room ☐ Two to a room ☐

7. I can play the following musical instrument: ____________________

8. I practice the following sports: ______________________________

9. I have (or my school has) the following teaching aids which I could bring with me to the Institute (include films, slide sets, tapes, records, etc.): ____________________________________

____

10. I have at my disposal a tape recorder I can bring with me (indicate type, speed, etc.: ____.

11. I would be willing to give an informal lecture on: ______________

____

12. I intend to come to Dayton by:

- ☐ Automobile
- ☐ Bus
- ☐ Train
- ☐ Plane

13. If I come by car, I will be willing and able to take ______ Participants with me on weekend trips on dutch treat basis.

Yes ☐ No ☐

14. You can contact me, most expeditiously, at the following address and telephone number:

(Address) ____
(Phone) ____________________________

15. What textbooks do you use in your Spanish classes:

____

____

____

____

16. ☐ I intend to register for ____________ (How many) credits at the University of Dayton.

Please send me the forms for admission to the Graduate Division.

☐ I do not intend to register for credits.

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

April 16, 1969

Dear Applicant:

The Committee on Selections, after examining over 250 applications for the 40 appointments in our EPDA Summer Institute in Spanish, is pleased to offer you Alternate status. This means that you may have the opportunity to accept any unfilled appointment after April 28, 1969.

The 40 accepted applicants have been instructed to return their final application forms as early as possible but postmarked no later than April 28, 1969. If we do not receive 40 acceptants by April 29, 1969, we shall then send offers to a successful number of alternates to fill our quota.

If you have received another appointment or do not wish to be considered an alternate, will you kindly notify us by return mail. If you do wish to be considered an alternate, please fill out the following enclosed forms:

1) The acceptance form, completed

2) Memorandum No. 1, completed

3) The application for stipend, completed

Your acceptance of alternate status must reach us postmarked no later than April 28, 1969.

Please be assured that we will give you every consideration possible.

Sincerely yours,

Mario Saquel-Montalva
Director, EPDA Summer Spanish Institute

MS:mjg
Encls. (3)

P.S. Should it happen that I could be absent for one or two days due to my duties as Director of the Office of International Education at this University or Consul of the Republica De Chile to the State of Ohio, please do not hesitate to contact Mrs. Peggy Goetz by telephone (1-513-461-5500, Extension 375). She will be delighted to give you suitable answers to your urgent questions. (Sorry, we cannot accept collect calls.)

UNIVERSITY OF DAYTON

SUMMER INSTITUTE IN SPANISH

STATEMENT OF ACCEPTANCE

I agree to accept appointment as alternate in the University of Dayton's Summer Institute in Spanish. I will devote my full time to the activities of the Institute and will engage in no remunerative employment during the period from June 23 to August 8, 1969. I agree to a stipend of $75. a week for myself and $15. a week for _____ dependents, payable only for the period of my full-time attendance at the Institute. I understand that no travel or other expense funds are provided.

______________________ (Date)

______________________ (Signature)

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

April 16, 1969

Dear Applicant:

The Selection Committee of the University of Dayton EPDA Summer Spanish Institute has examined over 250 applications for 40 available appointments. The members of this Committee have given careful consideration to all applications in their efforts to comply with the special criteria for admission in a fair manner.

We regret that you are not one of the successful applicants. The competition was particularly keen and intense because of the unique conception of this Institute, devised only for those native speakers of Spanish already teaching Spanish or to be teachers of Spanish in high schools from grades 7-12. Because of the number of applicants that for one reason or another did not completely meet the requirements for this Insitute, we are planning to propose to the Office of Education in Washington, D.C. another similar Institute for the summer of 1970. We encourage you to keep yourself alert, and to apply again should the project be budgeted and the Institute be held at our University of Dayton.

Never-the-less, if you have been accepted by some other Institute, we extend our congratulations; if not, we do hope that you may be among our participants next year.

In any case, be assured of our gratitude for your interest in our Institute and of our very best wishes for continued success in your teaching career.

Cordially yours,

Mario Saquel-Montalva
Director, EPDA Summer Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

EPDA Foreign Language Institute - Spanish
Memorandum No. 2

TO: Participants
FROM: Dr. Mario Saquel-Montalva, Director

First, let me congratulate you, once more, on your selection and welcome you to the 1969 University of Dayton EPDA Institute. Glancing over your applications, I feel our group will be a hard working but interesting one. I am anxious to meet each one of you individually and I can assure you that the whole staff will do it's utmost to make your stay valuable, fun, and memorable.

This memorandum will provide you, I hope, with answers to most of the questions you have asked, or could have, concerning the institute.

DATES

The Spanish Summer Institute under the auspices of the United States Office of Education and as authorized by the Education Profession Development Act (EPDA) will open officially at 9 am, Monday, June 23, and will close at 5 pm, Friday, August 8. No late arrivals or early departures are authorized.

LOCATION

All the institute activities will be centered in Miriam Hall, a modern and efficient building located on the University of Dayton campus, Dayton, Ohio.

Dayton is a city with a population of over 300,000 inhabitants, 80 miles from Columbus, the capital of the State of Ohio, and 45 miles from Cincinnati in the south edge of Ohio.

ARRIVAL

You may arrive in Dayton either by plane (we have a fine airport located 10 miles away in the city of Vandalia), train (the railroad station is located in the heart of the city, 3 miles from our campus), or by bus. The enclosed map will help you in reaching our university campus in which Miriam Hall is located. The brochure which I am enclosing may prove useful. Since participants are coming from all over the country, I am enclosing a list with the names and addresses. You may wish to make travel arrangements with one of your colleagues. I remind you that there is no provision for payment of travel expenses to the participants. Excellent parking facilities at a moderate cost are available in different spots on our campus.

MIRIAM HALL

All activities of the Spanish Insititute will be located in Miriam Hall with the 2 exceptions that we shall mention below. Since it is our firm belief that linguistic upgrading in 7 weeks can be best accomplished only by complete and total immersion into the target language, only English will be used on campus from registration time to the final exercise.

Miriam Hall will be a cultural island, self-supporting to a great extent. Contacts with the outside world should not be necessary except for a special occasion or emergency cases.

HOUSING

Upon arrival at the main campus, ladies will report to Marycrest and gentlemen to Stuart Hall. If you arrive at the hours indicated on the housing brochure, you will avoid the need to spend a night in a motel. Campus parking permits will be issued after your arrival. The parking fee is $5.00. Room assignments will be made arbitrarily by age group and linguistic ability. Keys can be picked up in the main floor of Marycrest or Stuart Hall (ladies and gentlemen respectively) upon arrival. Everyone will have the accommodations he or she asked for. The rooms are furnished with bed, dresser, mirror, closet, desk, chair, waste basket. Linen (2 sheets, one pillow case) will be provided weekly. Janitorial and maid service will be supplied in the common areas only (sorry, but you will have to make your own bed). Washing machines and dryers will be available. If you wish to create a "homey" atmosphere, you will have to provide it yourself. You may bring a desklamp (you may need it if you have a roommate), fan (these two buildings are not air conditioned), drinking glass, hair dryer, alarm clock, stuffed dog, and any other personal, sentimental, interesting, or useless items you may wish (you will have to carry all your junk yourself. We have no Red Cap service). You must furnish your own blankets, towels, and soap but please don't bring heating appliances and don't bring either a stuffed arm-chair because you will have no time to enjoy them.

MEALS

Upon arrival the receptionist in each of the two dormitories will give you, along with your room key, your meal ticket. You can use it daily according to the brochure. The first meal served will be breakfast on June 23 and the last one will be lunch on August 8. Before and after these dates, you may have service in our cafeteria at Kennedy Union. Enclosed you will find, for this and other purposes, a tentative schedule.

CLOTHING

Please bring some comfortable clothes for the day time activities. One suit or a few dresses should take care of the occasional official reception, dinners out, church services and visits to the outside world.

WEATHER

I do not want to play God or weatherman. From my experience, Dayton summer is hot with some rains to wash, refresh, and change the monotony once in a while. But God only knows what the weather will be. Most probably it will be hot, unless it rains cats and dogs.

PROGRAM

The following description from an article written by Donald Walsh, entitled "The National Defense Language Institute: A Critical Report" in the May 1965 issue of PMLA should give you a firm understanding what to expect from this EPDA institute. Their similarities are outstanding.

"An institute is characterized by activities to the point of exhaustion, good will despite discomfort, and by devotion far beyond the call of duty. The busyness of an institute has to be seen and heard to be believed. Class begins at 8 or earlier and there are no free periods for study or catching breath during the morning except for the coffee break, during which the foreign language is used, as it is during lunch and dinner. Lunch is followed by more classes and may run practically until mid-afternoon. Time out to shower and change for an early dinner (sometimes as early as 5:30) and until evening activities, conversation practice, songs and games, all in the foreign language which all focuses on improvement in speaking and listening to the language and understanding its culture. For many teachers, it is embarrasing and humiliating experience to become a student again, to expose his ignorance and weakness to his fellow students and to his teachers, to return to dormitory life with it's Spartan simplicity and lack of privacy, to be involved in interpersonal activities all of his working hours. The institute participants, with very few exceptions, have accepted these hardships with good will and good humor and have resolved to work hard and not let these hardships interfere with their goal of serving improvement which they pursue with fanatic zeal. And since none of this is solitary activity that the participant can do alone in his room, it must all be organized and supervised which means that the members of the staff must be as busy as the participants. They must be more than busy, they must be inexhaustible, outgoing, and ingenious in seeing to it that all the activities are as fruitful as possible and not merely "busy work". As you can see, from the attached schedule (subject to revision) your day will be a busy one. Eager beavers will be able to work in the language laboratory, play games, watch TV or just sit and talk during the weekends. Tours, picnics, movies are on their way to being scheduled for those who like a change of atmosphere on Saturday afternoons. Recreation activities, such as tennis, bowling, etcetera will be available. As a means of "breaking the ice" and getting the group into a tight unit, a banquet featuring traditional Latin American cuisine is under plan. Volunteers? Suggestions? We need help!!

I am sure you will feel that we are trying to draw every ounce of blood from you (and you may be right in that). YOUR STAY AT THE INSTITUTE WILL HARDLY BE A VACATION, BUT I CAN ASSURE YOU THAT IT WILL BE A FRUITFUL ONE. Your progress in teaching techniques, all the way from linguistics to laboratory techniques, will be tremendous. You will learn to make your teaching more effective and to really act as an ambassador of Latin American culture and Latin American good will. I can assure you that your stay here will be a memorable one, too.

CLASSES

All classes will be held in the Miriam Hall building. Attendance to all classes is COMPULSORY AND NO CUTS WILL BE ALLOWED. Payment of stipend is conditioned to this regulation. All participants will follow established prescribed curriculum. Assignments to sections will be made on the basis of a placement test.

REGISTRATION

Registration will be held on Monday morning, June 23, following the first general meeting. At that time you will be expected to:

1. Receive your first allowance check in the amount of $266
2. Pay for your room and board
3. Pick up your instruction kit at the bookstore on campus.

STIPENDS

Your first stipend and dependency check will be in the amount of $266 to be issued on June 23. This check is to be endorsed by you and handed to the treasurer in payment for room and meals. The difference between $266 and the deductions of your payment for room and meals will be given to you in cash. There will be two additional checks, one on July 18 and the other at the end of the institute. Each of these checks will be for one half of the amount due you after payment of the first check for $266. You should bring enough cash with you to tide you over until July 18. Required books will probably cost in the neighborhood of $75 - 80.

TAPE RECORDERS

The institute language laboratory will be at your disposal. However, since much stress is laid upon the use of electromechanical equipment, every participant is strongly urged to bring a tape recorder for personal use. You may wish to work in the privacy of your room or you may be interested in copying certain material we have available. If you do not own a tape recorder, try to borrow one from your school or rent one for the summer. Do not forget to bring along extension cords, matching plugs, patch cords, spare reels, splicer, blank tape, and other paraphernalia that in our beautiful Latin America we seldom paid attention to. You may be able to purchase blank tape, splicing tape and leader tape here at reasonable prices. Try to obtain funds from your school system for such purchases. These purchases may be made with Federal funds if they are for your school and your school has been provided for it.

GUESTS

Official regulations forbids auditors and part time participants of the institute. Visitors, however, may be allowed with the Director's authorization and in some very exceptional instances. We ask your cooperation about guests. Participants will be expected to use English at all times and guests who do not speak the target language will interfere with the rules. If you expect to have a guest for lunch or dinner in our institute dining room, let us know in advance. We don't have guest rooms so overnight guests will not be allowed.

RECREATION

We have to have some social get togethers and some "fiestas" at least once a week based upon your good will, and enthusiasm. Don't forget that we will be "suffering" but still we will have to have some spirit for smiles and laughs. If you play a musical instrument, do bring it (we will furnish the piano!). The same goes for slides, films, pictures, etcetera. The more experienced teachers in our group will perform a real service for the less experienced ones by providing "programs", "problems", and who knows, solutions for class work or club activities. However, real talent does not require experience.

There are tennis courts near Miriam Hall (bring sneakers!). Golf is a problem, the green is out of town, but you will have access to Kennedy Union for bowling, pool tables, pingpong, billiards, etcetera. Bring a swimming suit. We don't have a swimming pool but we plan to discover water around campus.

CHRUCH

Every denomination is located reasonably near the campus and participants can easily obtain information on church services schedules when they arrive at the University of Dayton. On campus we have a beautiful Catholic chapel, an old one and a real beauty.

MAIL

Prompt delivery of mail will be assured if you use the following address:

% The Spanish Institute
Miriam Hall Room 403
University of Dayton
Dayton, Ohio 45409

TELEPHONE

Public telephones are available throughout Miriam Hall, Kennedy Union, Marycrest Hall and Stuary Hall. You should communicate your number to your callers as soon as you are settled in your quarters. The telephone number of the institute (to be used for official business only is:

461-5500 Ext. 375 (Area code 513)

Very sincerely,

Mario Saquel-Montalva, Director
EPDA Summer Spanish Institute

MS:cac

Enclosures: Visiting the University of Dayton
Summer housing Information
Daily schedule
List of Participants
Map
List of the Staff

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

Spanish Institute
Education Professions Development Act (EPDA)
Memorandum No. 3

From: Mario Saquel-Montalva, Director

To: All Participants

At this point, I hope you have digested that long memorandum No. 2. Time is running very fast and soon we will see each other. I shall try to be brief.

You will find enclosed one card of Application for Summer Housing, 1969. Please, carefully, type or print your first and last name as well as all the other information the card requests. This card will entitle you to be enrolled in the University of Dayton dormitories.

At the same time, you will find two forms, one on white paper, the other on green paper. PLEASE FILL OUT ALL THE BLANKS. THIS IS REGARDLESS TO YOUR PLANS TO TAKE CREDITS OR NOT WHILE STUDYING AT OUR INSTITUTE. Be careful in filling out these forms. If there is any information that the blank requests and you do not understand, ask any other teacher in your high school to help you. If you do not have a teaching certificate, just state none. I personally think that these two forms are very clear and simple to be filled out.

Return these two forms directly to my office and I shall take care of the processing. Do it as soon as possible at your earliest convenience.

For three consecutive years, our institute has followed the tradition to display the pictures of all our participants for the purpose of making each one of you familiar with the names, addresses, and faces of your own colleagues. We have an open window for this display. Our secretary, Mrs. Goetz, has promised to make a beautiful arrangement for them. For this reason, I ask you, please, to send me as soon as possible a picture of yourself of 2 X 2 size, a little larger if you do not have one available of that size, but not smaller than that. We think you have to be visual. On the other side, I have to remind some of you that still we are waiting for your information to be released to your local newspaper as we said in our memorandum No. 1. So, let's not forget to do this as soon as possible.

Sincerely yours,

Mario Saquel-Montalva, Director
EPDA Summer Spanish Institute

MS:cac
Enclosures: Housing Application
Green and White Application for Admission Papers

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

May 27, 1969

MEMO TO PARTICIPANTS:

If you have not already done so, please return your application for summer housing as soon as possible. Return the application form directly to my office and I shall take care of the processing.

The Office of Student Housing at the University of Dayton must receive these applications from us in order to assure you of a room.

Thank you very much.

Sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Spanish Institute
Education Professions Development Act (EPDA)

May 27, 1969

FROM: Mario Saquel-Montalva, Director

TO: All Participants (Follow-up to Memorandum No. 3)

If you have not already returned the white and green forms; (1) Application for Admission to Graduate Study in Education and (2) Application for Admission as "Special Student" in Graduate Program, please do so at once. It is necessary to fill out both forms, regardless of your plans to take credits or not while studying at our Institute. Please fill out all blanks and return these forms directly to my office and I shall take care of the processing.

As I stated before, if there is any information that the blank requests and you do not understand, ask any other teacher in your high school to help you. If you do not have a teaching certificate, just state none.

Sincerely yours,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

MEMO #4 TO THE PARTICIPANTS May 20, 1969

The following titles are required reading and will be for sale in the University Bookstore. They should be purchased on Monday, June 23.

1. LANGUAGE & LIFE IN THE U.S.A. 2nd Ed. Doty & Ross
2. WRITING ENGLISH, Doty & Ross
3. A PROGRAM INTRODUCTION TO LINGUISTICS, C. Buchanan
4. TEACHING SPANISH, Politzer and Staubach
5. THE GRAMMATICAL STRUCTURES OF ENGLISH AND SPANISH, Stockwell and Bowen
6. SPANISH PRONUNCIATION: Theory and Practice, Dalbor
7. MODERN SPANISH, Bolinger
8. MODERN ENGLISH, W. E. Rutherford
9. ENGLISH PATTERN PRACTICE, Lado and Fries
10. ENGLISH PRONUNCIATION, Lado and Fries
11. CREATIVE SPANISH, C. Olstad and L. Barrow
12. HANDBOOK OF AMERICAN HISTORY, Donald B. Cole
13. ENTENDER Y HABLAR, La Grome-McHenry-O'Connor
14. LANGUAGE LABORATORY & MODERN LANGUAGE TEACHING, Edward M. Stack
15. LANGUAGE LABORATORY FACILITIES, Alfred S. Hayes

The following titles are required out-side reading. They will be available in multiple copies in the Institute library. If you own a copy of any of the titles below, it would be well for you to bring it with you.

1. EL CONTINENTE DE SIETE COLORES, Arciniegas
2. INSIDE U.S.A., John Gunther
3. FOREIGN LANGUAGE LEARNING, Politzer
4. FOREIGN LANGUAGE TEACHING, Michel
5. FOREIGN LANGUAGE TEACHING: IDEALS AND PRACTICES, Jones
6. IBEROAMERICA, Loprete-McMahon
7. INTRODUCTION TO DESCRIPTIVE LINGUISTICS, Gleason
8. LA AMERICA LATINA DE HOY, Chang-Rodriguez & Kantor
9. LANGUAGE AND LANGUAGE LEARNING, Brooks
10. LANGUAGE LEARNING: THE INTERMEDIATE PHASE, Bottiglia
11. LANGUAGE LABORATORY FACILITIES, Hayes
12. LANGUAGE TEACHING: BROADER CONTEXTS, Mead
13. LANGUAGE TEACHING IN CLASSROOM AND LABORATORY, Iodice

Required out-side reading (cont.)

14. LANGUAGE TESTING, Lado
15. MEXICO AND THE CARIBBEAN, Hanke
16. SPANISH FOR TEACHERS, Bull
17. TRENDS IN LANGUAGE TEACHING, Valdman
18. TODAY'S LATIN AMERICA, Alexander
19. SOUTH AMERICA, Hanke

I suggest to read before coming to the Institute INSIDE U.S.A., by John Gunther; Harper & Row, Publishers.

I must remind you again, please send us two pictures, no smaller than 2 x 2.

Sincerely,

Mario Saquel-Montalva
Director
EPDA Summer Spanish Institute

MS:mjg

P. S.   CHANGE

3 in 1st group - must be purchased now by you for PRE-INSTITUTE reading.

Publisher: D. C. Heath Co.
285 Columbia Avenue
Boston, Mass.   02116

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA

Memorandum No. 5 to Participants

From: Mario Saquel-Montalva, Director

Date: May 27, 1969

Dear Participant:

At this stage of our preparatory program we are almost all settled. I want you to mentally underline the word almost because there will always be changes and I hope you will realize that changes are good and welcome when they are for the better. After the previous memoranda, I have written to you, I still have received several questions trying to obtain solutions to some doubts. I apologize because there is no question about it that the one at fault has been your director for lacking the clarity which was needed at that time.

QUESTION 1

May I arrive in Dayton on Saturday, June 21 or Sunday, June 22?

Answer: Yes you may. If you arrive on Saturday the 21st, just come directly to your assigned dormitory and you will be provided your room at no cost. The date from which you will start paying for your room and meals will be from June 23 to August 8 as stated in my memorandum No. 2 to you. The same on Sunday, June 22.

QUESTION 2

What is the exact time at which the first general meeting will be held on June 23?

Answer: On June 23, all ladies and gentlemen participants of our institute will report to Miriam Hall, Room No. 121 at 9:00 am sharp.

MEALS

If you arrive before the official opening of the Institute June 23, meals will be available in Kennedy Union Cafeteria on an a la carte basis. This means that you will have all kinds of meals but you pay for them as you go. Same for after August 8. If you have noticed, August 8 comes on a Friday. If you want to stay until Saturday, you may do so at no extra cost for your room, but meals will have to be covered by you in the same way explained above.

KEYS

Upon your arrival at the dormitory, the person in charge of your reception will provide you with a key for your room. You will have to deposit $1 for such key. This $1 will be returned to you at the end of the institute upon your returning of the same key.

BOOKS

In our bookstore, you will be able to buy a complete package of the required textbooks and reading material that I have already informed you will be used during our institute. This package will have a determined package-price. I don't know yet the exact price of such package of textbooks. In case it happens that you already have and brought with you one of these books contained in the packet, you may deduct that book from the package as well as the corresponding price.

AMUSEMENTS

Under the provision of the Federal Law, no institute is allowed to spend one single cent in any activities such as banquets, picnics, parties, etc., etc., etc. We will have to provide the means for our own amusements. We shall have plenty of time to discuss during our first week in the institute what kind of amusements and so on we would like to have. All these have to be on a dutch treat basis.

But let me explain something. Because you have paid for the whole amount of days that you will spend in this institute, if we decide to go off campus for a picnic, let me say, our food will be free because the cafeteria in Kennedy Union will make individual packs of food to be carried with us in place of that meal we would have if we stayed on campus.

Very truly yours,

Mario Saquel-Montalva, Director
EPDA Summer Spanish Institute

MS:cac

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

Memorandum No. 6 to the Participants
From: Mario Saquel
Date: June 16, 1969

With only a few days left before we start our institute, I want you to know in advance that you are already very welcome and that we are anxious to see you on Monday, June 23, at 9 o'clock sharp in Miriam Hall, Room 121 (look at your University of Dayton map) for our first general meeting. At that time you will meet all of the members of the staff who will work with you, elbow to elbow, during seven complete weeks. I assure you that all of them are wonderful people, outstanding professionals with great teaching experience in Language Institutes held at the University of Dayton. During those three years, our past institutes have ranked among the top five in the nation in the field of language. I can't see any reason why we can't keep this record in our favor once more. We are anxious to meet you on Monday, June 23, at 9 o'clock. Those who are driving to Dayton, please do it carefully because we need you and your students need you too. Those coming by plane, please, before boarding, make quite sure that the plane is scheduled to land in Dayton and not somewhere else, like Cuba for instance. In advance, my warmest welcome and I am looking forward to having a good handshake with each one of you on Monday, June 23, at 9 o'clock sharp in Miriam Hall, Room 121, University of Dayton.

Sincerely yours,

Mario Saquel-Montalva, Director
EPDA Spanish Summer Institute

MS:cac

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE
EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA)

You have already received an official transcript from the University of Dayton Records office attesting to your achievement in our 1969 EPDA Institute for Secondary School Teachers of Spanish.

The following is an unofficial report showing the grade achieved in each subject matter area and the credit hours for each one.

	Cr. Hrs.	Grade
Applied Linguistics (Spanish and English)	2	
Methods of Teaching Spanish	2	
North American Culture and Civilizations in Contrast	2	
Advanced Language Skills	2	
Techniques of the Language Laboratory	1	
Total	9	

With cordial best wishes,

Mario Saquel-Montalva, Director
EPDA Spanish Summer Institute

MS:cac

APPENDIX F

Schedules

SCHEDULE FOR MONDAY - June 23, 1969 PARTICIPANTS

9:00 A.M. Meeting in Room 121 Miriam Hall

9:45 A.M. Interviews (see attached schedule of personal interviews.)

1:00 P.M. Treasurer's Office - St. Mary's Hall 1st Floor

Pick up checks and pay for Room & Board

2:10 P.M. Meet in Room 121 Professor McNally Miriam Hall

First Test

Free time to go to the bookstore, organize yourselves, etc.

4:00 P.M. to 6:00 P.M. Picnic Kennedy Union (meal ticket)

6:00 P.M. Entertainment on Patio outside Snack Bar.

SCHEDULE FOR TUESDAY - June 24, 1969

8:30 A.M. Meet in Room 121 with Professor McNally

Second Test

2:30 P.M. Interviews (see attached schedule of personal interviews)

3:40 P.M. - 4:30 P.M. Meet in Room 121 Professor Egea

Linguistics Test (Miriam Hall)

MORNING SCHEDULE

Monday - Friday

7:00 - 7:40	Breakfast
7:45 - 8:35	Applied Linguistics
8:45 - 9:25	Demonstration
9:30 - 9:50	Coffee Break
10:00 - 10:50	Methods Workshop
11:00 - 11:50	Culture
12:15 - 12:50	Lunch

All of these classes will be held in Room 121 of Miriam Hall unless otherwise notified.

AFTERNOON SCHEDULE

Monday - Friday

TIME	MONDAY	Tuesday	Wednesday	Thursday	Friday
1:00-1:40	Group A,B Spanish Comp.		Group A,B Spanish Comp.		Group A,B Spanish Comp.
	Group C,D Engl. Comp. & Conversation	Group C,D Engl. Comp. & Conversation	Group C,D Engl. Comp. & Conversation	Group C,D Engl. Comp. & Conversation	Group C,D Engl. Comp. & Conversation
1:50 - 2:30	Group C,D Spanish Comp.		Group C,D Spanish Comp.		Group C,D Spanish Comp.
	Group A,B Engl. Comp. & Conversation	Group A,B Engl. Comp. & Conversation	Group A,B Engl. Comp. & Conversation	Group A,B Engl. Comp. & Conversation	Group A,B Engl. Comp. & Conversation
2:40 - 3:10		Patterns I	Patterns II	Patterns I	Patterns II
3:20 - 4:30	Language Laboratory Techniques	Lab.Workshop I	Lab.Workshop II	Lab.Workshop I	Lab.Workshop II
		Phonetics I	Phonetics II	Phonetics I	Phonetics II
5:30 - 6:45	Dinner	Dinner	Dinner	Dinner	Dinner

TEST SCHEDULE

MONDAY Aug. 4	TUESDAY Aug. 5	Aug. 6 WEDNESDAY	Aug. 7 THURSDAY	FRIDAY Aug. 8	
Egea - Class Guillen-Class Guillen-Class Ruppel-Class Regular Schedule	7:45 Egea - TEST Guillen - Class Guillen - Class Ruppel - Class	9:00 a.m. Guillen Party - Rm.107 (For Children) Free time the rest of the morning.	7:45 TEST McNally 3 1/2 hours Rm. 121	9:30 to 10:30 PROFILE Bro. Ruppel Rm 121 10:30 to 12:00 Dr. Saquel Room 121	A.M.
1:00 - 2:00 TEST Scalise 2:00 - 2:40 Regular English Class 2:50 - 3:20 Regular Patterns Class 3:20 - 4:15 DeSalvo Regular Class	1:00 - 2:00 TEST Guillen Free Afternoon 5:00 P.M. BANQUET	1:30 - 2:30 TEST Ruppel 3;00 - 4:00 TEST A & B DeSalvo	1:00 - 1:40 TEST McNally 2:00 - 3:00 TEST C & D DeSalvo Evening Special Farewell		P.M.

ALL TESTS - Room 121 DeSalvo - TESTS - Room 107

COMPULSORY MOVIES

June 28	Saturday	The Odd Couple, Boll Theater, 7:30 p.m.
June 29	Sunday	Bye, Bye Birdie, Boll Theater, 7:30 p.m.
July 6	Sunday	Darling, Boll Theater, 7:30 p.m.
July 8	Tuesday	Mark Twain's America, Wohlleben, 7:00 p.m.
July 13	Sunday	Hurry Sundown, Boll Theater, 7:00 p.m.
July 16	Wednesday	Uptight, Boll Theater, 7:00 p.m.
July 17	Thursday	American Image, Boll Theater, 7:30 p.m.
July 19	Saturday	Where Trouble Goes Angels Follow, Boll Theater, 7:00 p.m.
July 20	Sunday	Afro-American Style Show, Roof Terrace union (Rain location--Main Lounge) 7:30 p.m.
July 24	Thursday	World of Carl Sandburg, Wohlleben, 7:00p.m.
July 27	Sunday	The Children's Hour, Boll Theater, 6:00 p.m.

APPENDIX G

Syllabi

Section VII

LINGUISTICS

EPDA Spanish Institute
Summer 1969

Inst.: Esteban R. Egea
University of Dayton

TEXTS: C. Buchanan, A Program Introduction to Linguistics.

Politzer and Staubach, Teaching Spanish: A Linguistic Orientation.

Stockwell and Bowen, The Grammatical Structures of English and Spanish.

Dalbor, Spanish Pronunciation: Theory and Practice.

SYLLABUS

(1) This syllabus is a tentative one: Topics will be covered as time and need permit. The order of presentation of the material will not necessarily follow the one outlined below, and changes in the structure and content of the course will be made when necessary.

(2) A reading assignment list will be provided separately. Other books and periodicals related to the course will be on reserve in the main University library. The students are required to submit a term-paper dealing with specific teaching problems.

INTRODUCTION

1. The nature of language--Fallacies in the appreciation and studies of language--Levels of speech and standards of "correctness"--Writing and Spelling--The meaning of linguistics and applied linguistics--Branches of linguistics--Usefulness of linguistics in language teaching--Contrastive linguistics and its methodology--Problems a target language presents.

2. Form, meaning and distribution of linguistic units--Cross-cultural understanding and cultural differences--Kinesics (gestures, "somatolalia") - Paralanguage and paralinguistics--worksheets.

3. Presentation and discussion of the main reference books and periodicals in the field.

PHONETICS

4. Definition--Branches of phonetics--The organs of speech--The production of vocal sounds--Points of articulation--Manner of articulation--Voicing and unvoicing --Phonetic symbols (Charts and diagrams).

5. The consonantal sounds of Spanish--Main variants (allophones)--Contrasts with English--Phonetic transcriptions--Phonetic transcriptions.

6. The vocalic sounds of Spanish--Main variants (allophones)-Contrasts with English--Phonetic transcriptions--Phonetic transcriptions and discussion of error made by students in elementary classes visited.

7. The concept and principle of pattern drills--Use and preparation of pattern drills in pronunciation.

8. Definition--The phoneme and the allophone--Syllable--Phonemic symbols--Phonetic and phonemic transcriptions (differences)--Linguistic corpus to determine the phonemic system of Spanish and English--Concept of segmental and suprasegmental phonemes--Initial, medial and final phonemes and clusters--Functional differences in Spanish and English--Minimal pairs (its importance in communication)--Non-functional differences in Spanish and English-Commutation or substitution tests--Complementary distribution--Free variation--Allophonic realization--Differences and similarities between Spanish and English (phonetics and phonemics)--Lack of correspondances between phonemic systems--Sounds system in conflict--Hierarcy of difficulties.

9. Pattern drills (its preparation and use) to learn functional differences in Spanish.

10. Suprasegmental phonemes: length--stress--pitch--Intonation contours--Vocal qualifiers--Intersegmental phonemes: juncture (syllabic transition, word transition)--pause--Intensity and phonic (breath) groups. Some analogies.

11. Preparation and use of pattern drills to learn the stress and intonation systems of Spanish.

MORPHOLOGY

12. Definition--General concepts--Linguistic corpus from Spanish and English to determine morphemes and allomorphs---The morphemes--Allomorph--Source and system morphemes (or Free and bound morphemes)--Morphophonemics-Morphophonemic changes--Morphological markers.

13. The morphology of Spanish and English: The plural - The gender of nouns and adjectives--Verbal endings (inflections)--Adverbs--Pronoun--The determiners. Word formation--Word derivation--Radical changing verbs and nouns, etc.

14. Pattern drills to learn the inflectional differences in Spanish and word formation.

SYNTAX

15. Definition-Morphonyntax--Parts of speech (its identification)--Sentence Structure--Grammar--Evolving approaches to language--Immediate constituents--Tagmemics--Tagmeme--Syntagm--The generation of sentences--Transformations--Deep and surface structures in Spanish and English Sentences--Recursive rules--Correlation between the teaching of definite article and the third person object pronouns in term of transformations--The Noun Phrase (NP) and the Verbal Phrase (VP) in Spanish and English and its components--Clusters and cores-Nominalization, Adjectivization and adverbialization--Semantic and structural levels in a sentence--Word order (W.O.) and Meaningful work order--Content Words and Function Words (structural markers)--Redundancy and ambiguity in languages--Regimen--Inflection--Agreement (correlation)--Cross reference--Form, meaning and distribution--Today's language.

16. Syntactic interference of English--Problems for a learner of Spanish: Ser/estar; Ponerse/hacerse/volverse/llegar a ser; Preterit/imperfect; Indicative/subjunctive;Por/para--Position of object pronouns--Adverbs--Reflexives, etc.

17. Pattern drills to learn the above mentioned problems.

LEXICON (Vocabulary) and SEMANTICS

18. Definition-Lexicology-Lexicography-Morpholexicology--Lexeme--What is a word?--Morpheme--Words and their components--Semantic value, meaning and sense--Semantic features of nouns and adjectives, verbs and noun-objects. Semantic range.

19. The teaching of vocabulary--General concepts and problems-Interferences from English--Teaching cognates, idioms, synonyms, antonyms--The troublesome verbs: saber/conocer; tocar/jugar; ir/venir; ahorrar/salvar; ser/estar, etc.

20. Pattern drills to learn different types of vocabulary and semantic differences.

CONCLUSIONS: General remarks on the usefulness of Applied Linguistics and Contrastive Linguistics in language teaching--The Army Method, etc.--The audio-lingual method--The audio-lingual visual method-T.V., the opaque and overhead projectors--The language laboratory--Testing--The teacher with linguistic awareness--Identification of language learning problems--A transformational (Generative) teaching method.

METHODS WORKSHOP & DEMONSTRATION CLASS

EPDA Spanish Institute
Summer 1969

Inst. Prof. Sid D. Guillén
University of Dayton

SYLLUBUS

I. Methods for teaching Spanish.

II. General Plan: Basic principles for teaching Spanish at the Beginning, Intermediate and Advanced Levels: testing techniques; techniques for teaching reading, writing, vocabulary; evaluation and adaptation of texts; a brief history of F.L. teaching in the U.S. sources and materials for the teaching of Spanish.

III. Objectives: To familiarize the participating teachers with the most effective approaches to the teaching of Spanish in U.S schools. Since most of the participants will probably be teaching Spanish beyond the beginning levels there will be greater emphasis on the methodology related to the more advanced intermediate and advanced levels.

IV. Procedures: Lectures, discussions, reports, films and presentations by consultants.

V. Evaluation: Will be based on participation, quality of reports for the demonstration class, reports and final test.

VI. Teaching Aids: Overhead projector, transparencies, language laboratory, Magic Marker, color chalk, etc. Also, Miss Klein.

VII. Textbooks: Lado's Language Teaching: Scientific Approach, Holt's Entender Y Hablar.

Suggested books for the Institute Library.
I believe that last year's collection was adequate considering the amount of time available to us.

Films: To Sir, with Love.

HISPANO-AMERICAN & NORTH AMERICAN CULTURES & CIVILIZATIONS

EPDA Spanish Institute
Summer 1969

Inst. Br. George J. Ruppel
University of Dayton

N.B.: Since there is no text which covers the material, much will need to be open-ended.

Objective: Contrast Latin with North American history, attitudes etc. Then devote a majority of the time to communication, since this has been the area where most problems arise.

Outcomes: It should become apparent that there are more areas where Latins and North Americans are similar than different.

A. Early History

1. Philosophies of colonizing countries
2. Geography of North and South America
3. Indian tribes.
4. Climate of opinion in Europe before 1492
5. Structures of European colonial governments in America & Europe.

B. Intercolonial Wars & their effect on America

1. The series of wars between European powers to gain control of America and other continents.
2. The American Revolution
    a. Different from Latin American Revolutions
    b. Similar to Latin American Revolutions
3. The American Federal System

C. Immigrants all; including Indians

1. Classes of people in Latin America
2. Forced and voluntary immigration to North America, U.S.A.
3. Patterns in immigration, North & South America by 1900
4. Patterns in immigration, North & South America since 1900.
5. Contributions of Immigrants
6. Attitudes of earlier immigrants towards later immigrants.

D. Communications

1. Time and communication; Time talks

2. Formal and Informal time
3. Territoriality
4. Space---customs
5. How space communicates

E. Some Comparisons

1. Madariaga compares Englishmen, Frenchmen, Spaniards
2. Love, religious patterns, generosity, discrimination
3. Free enterprise, socialism, news media, including movies (cinema)
4. Are North American laconic vs garrulous Latins
   pragmatic vs artistic
   rich vs poor

F. American Science & Technology

1. Why North America developed scientifically & technologically at a greater speed than others who had more natural resources.
2. American export of Science & Technology:
    a. Missionaries (unconsciously)
    b. Conscious export:
        1. Marshall Plan, Point Four, foreign aid, mutual security
        2. Peace Corps
3. Brain drain to North America; foreign aid in reverse
    a. Nobel Prize winners; others
    b. Peaceful uses of power

G. Some unsolved problems

1. Jose Figueres, ex-President of Cost Rica tells why Latins spit
2. "Ramparts Magazine" praises Che Guevera
3. Bonpane and others; complaints--real or imagined
4. What some Latins think of Americans

H. North American Education

1. Structure: elementary, high school, college, Graduate schools
2. School boards; accrediting; decision making in high schools.

ENGLISH COMPOSITION

EPDA Spanish Institute　Instructor - Prof. John J. McNally
Summer 1969　University of Dayton　Dayton, Ohio

I. GENERAL PLAN OF THE COURSE

A. Week I - The first week will be spent in diagnosis of the levels of participants' English writing proficiency. Participants will be required, therefore, to submit several samples of their writing--at least one in-class and one out-of-class assignment. (This will enable the Staff to group the participants for maximum instructional effectiveness.)

B. Weeks II-V - The next four weeks will be spent in close coordination with the other components of the Institute, especially with the classes in Spanish Composition. In other words: while the participants are studying approaches to the study of composition in the Spanish Composition classes, they will be actually practicing--as students--these approaches in the English Composition classes. (e.g., As participants study composition based on cultural themes in Spanish Composition, they will be required to write English compositions based on cultural themes, *etc*.)

C. Week VI - In week six, in order to give participants perspective with regard to their grading and evaluating procedures, the Staff will experiment with the evaluation methods discussed in Spanish Composition class. In other words, some of their own English Compositions will be graded by comments on tape, by collective discussions, *etc*.

D. Week VII - Week seven will feature individual conferences with the native informants during which participants will have a chance to map out remedies for their English composition difficulties.

II. OBJECTIVES:

A. To discover strengths and weaknesses in participants' English writing proficiency.

B. To make participants aware of these strengths and weaknesses with an eye toward making them more understanding of their own students' difficulties.

C. To give participants many and varied writing experiences in the language and *patois* of their

ENGLISH COMPOSITION (cont.)

students.

D. To remedy major writing difficulties of participants and to encourage participants to continue to work at developing their English writing skills.

III. PROCEDURE (Discussed in I, "General Plan of Course.")

IV. EVALUATION:

A. In conjunction with methods discussed in Spanish Composition, the Staff and participants will be constantly evaluating the problems and progress of the participants' writing efforts. This constant evaluation will take the form of classroom discussions, comments on papers and tapes, individual conferences, etc.

B. Every writing effort of each participant will receive a thorough going-over by one or more of the native informants, the stress in this endeavor being placed on ways to overcome deficiences rather than on the simple pointing-out of errors.

C. At least two diagnostic writing situations will be required--one at the beginning (mainly for placement purposes) and one at the end to determine progress.

V. TEACHING AIDS

A. Tape recorders

B. Overhead projectors

C. Transparencies

D. Dittoes, Xerox copies, etc.

VI. TEXTBOOKS

A. Writing English, J. Ross and G. Doty, Harper and Row, New York.

B. Language and Life In The USA, J. Ross and G. Doty, Harper and Row, New York.

VII. BIBLIOGRAPHY (To be provided at end of Institute.)

SPANISH COMPOSITION

EPDA Spanish Institute
Summer 1969

Instructor:Mary Lou Scalise
University of Dayton

SYLLABUS

I. Spanish Composition

II. & IV. 1st week - Tues. 24 Fri. 25

Lectures and demonstrations on the various theories on the role of composition in a language curriculum; together with examinations in detail of the many specific objectives which their proponents claim may be attained in composition classes.

2nd week through 5th week

Explanation of various approaches to the study of composition and the merits of each:

1. Composition based on cultural themes.
2. Composition based on paraphrase of literary episodes.
3. Composition based on specific structures.
4. Composition based on dictation.
5. Joint composition projects produced by an entire class.
6. Controlled composition versus free composition.

Procedure for this phase of course.

Students will be broken down into groups of 8 with each group being supplied with a high school composition text reflecting each of the composition procedures enumerated above.

(1-6) Each group would then be required to plan and present in a peer-teaching situation one unit from their particular composition text. At the conclusion of such presentations, in a seminar type format, the group would discuss under the guidance of instructor the merits and shortcomings of each approach. Finally each group would be required to submit in writing a report of its findings for duplication and distribution to all participants.

6th week - methods of evaluation and grading of compositions.

1. Grading by making comments on tape.
2. Collective grading by making multiple copies of

individual student composition for critique by class as a whole.

3. Examination of actual high school student compositions in Spanish drawn from instructor's personal files for discussion and evaluation by participants; in order to develop uniform standards of grading and methods of evaluation.
4. On the basis of corrections made in the composition described in No. 3 above, a statistical account would be produced by tabulating the errors which may be classified in any of the following groups:

    (a) morphological errors.
    (b) syntactical errors.
    (c) stylistic errors.
    (d) errors due to cultural misunderstanding.

5. At this point, remedial procedures would be discussed collectively to arrive at strategies designed to eliminate each of these 4 types of errors from student writing.

7th week - Composition & Rhetoric

1. Differences between oral and written codes.
2. Structure of newspaper story.
3. Structure of expository paragraph.
4. Structure of descriptive paragraph.
5. Structure of narrative paragraph.
6. Contrastive stylistics between English and Spanish (Example: taken from Tiempo and Time)
7. Personal letter format.
8. Formal letter structure.

III. Objectives of course.

1. To familiarize participants with current pedagogical theory on relationship between oral and written communication.
2. To enable participants to guide their students in the transition from the audio-lingual phase of their instruction through writing skills.
3. To enable participants to exploit effectively their native Latin American background in discovering and remedying cross-cultural discrepancies revealed in their students' written exercises.

IV. Presented in part II.

V. Evaluation

1. Performance as a member of a team in producing the project described under Procedures in the General Plan above.
2. Class participation in seminar format.
3. Occasional quizzes based on content of lectures and in a test based on actual evaluation of a student theme duplicated for this purpose.
4. Final examination.

VI. Teaching Aids.

1. Representative specimens of text books (to be provided by the instructor).
2. Duplicating facilities (ditto, xerox and multilith).
3. Xerox or thermofax transparency duplicators.
4. Over-head projector for projection of the above transparencies.
5. Slide projector.
6. Tape recorder.
7. Wall charts and slides (to be supplied by instructor).

VII. Text Books.

1. Class text - Creative Spanish, C. Olstad and L. Barrow. Harper and Row Publishers, New York.
2. Collateral Reading. (to be supplied by instructor).
    a. Curso Avanzado de Composicion. Moreno-LaCalle.
    b. Short Spanish Review Grammar and Composition Book. Seymour and Carnahan.
    c. Alternate Spanish Review Grammar and Composition Book. Seymour, Carnahan and Hespelt.
    d. Repaso y Composicion (revised) Sims and Switzer.
    e. Spanish Review Grammar and Composition. Turk. (The above are published by C.D. Heath & Company, Boston, Mass.)
    f. Spanish Composition Through Literature. Ayllon & Smith. Prentice Hall, Englewood Cliffs, N.J.
    g. Brief Spanish Review Grammar and Composition. Adams. Holt, Rinehart & Winston, New York, N.Y.
    h. A Spanish Composition. Foster. W. W. Norton & Company, New York, N.Y.

i. Spanish Review; Grammar and Composition. Barton & Cuneo. Appleton Century Crofts.

j. A Graded Spanish Review Grammar with Composition. Tarr-Centeno. Appleton Century Crofts.

k. Platicas y Temas Sobre la America Espanola. Guyer and Ugarte. Appleton Century Crofts.

3. Bibliography.

1. How to Teach Foreign Languages Effectively. (Revised Edition). Theodore Huebener. New York University Press - 1965.

2. Language Teaching - A Scientific Approach Robert Lado. McGraw-Hill, Inc.

3. Foreign Language Instruction - Dimensions and Horizons. Ruth R. Cornfield. Appleton Century Crofts. New York

4. The Psychologist and the Foreign-Language Teacher. Wilga M. Rivers. The University of Chicago Press, Chicago and London, 1964.

5. Language for Secondary Schools. Suggested content and organization for four and six year sequences. Bureau of Secondary Curriculum Development. New York State Ed. Dept., Albany.

6. New Ways to Learn a Foreign Language. Bantam Books, Inc. 1966. Robert Hall Jr.

7. Research on Teaching a Foreign Language. J. B. Carroll. Harvard University Press.

8. The Study of Language. Cambridge, Harvard University Press.

9. Foreign Language Teaching. New York Center for Applied Research in Education.

10. Teaching Foreign Languages in the Modern World. Tatiana Fotich. Washington, D.C. Catholic University Press.

11. Learning a Modern Language. C. C. Gullette and Clark L. Keating. F. S. Crofts & Company.

12. Modern Language Teaching. Charles H. Handschin. New York. Yonkers on Hudson. World Book Company.

13. Teaching Foreign Languages. Annual Bulletin XIX. Conn. Audio-Visual Ed. Association.

14. Advances in the Teaching of Modern Languages. Vol. I. Pergamon Press Book N. Y. MacMillan Co.

15. Papers in Language and Language Teaching. London: Pxford University Press.

University of Dayton

EPDA Institute Spanish 1969

LANGUAGE LABORATORY TECHNIQUES AND WORKSHOP

Instructor - Prof. Ben DeSalvo

Language Laboratory Planning, Equipment, and Use
Different types of laboratory installations-Performance Cost and Utilization.

1. Select the lab to suit your own needs.
2. What a lab can or cannot do.
3. In addition to equipment, methods and materials are required.
4. Laboratory management-scheduling and testing.
5. Brief description of equipment by RCA, Chester Electronics, Omnilab, Electronic Futures Inc., and others.
6. Acquire knowledge of resources-compile bibliography useful in language laboratory work.

Electro-mechanical Equipment

I. Recorders and recording decks-Performance, Operation and Care.
   A. Characteristics and Cost of some current models. What makes a "good recorder" Cassettes, portables
   B. Operation
      1. How to record with a microphone.
      2. How to playback-use of external amplifier.
      3. How to dub from master tape-use of duplicator or jackbox.
      4. How to record from film sound track, records, radio or T.V.
      5. Use of mixers-minimix and Altac.
      6. Use of multiple tracks-cartridge type recorders.
      7. Audio Tape loops, Construction and use of Mobius loop.
   C. Care
      1. Cleaning and conditioning of heads and capstan-kits, cloth and special tape.
      2. Changing tape speed.
      3. Head demagnetizer.

II. Recorder components
   A. Tapes-size, type, purpose and cost.
      1. Recording tapes.
      2. Leader, timing and splicing tape.
      3. Tape erasers, demagnetizer, electric and static.
      4. Tape cleaners and accessory kits.
      5. Tape accessories-labels, clips.

      6. Reel markers.
   B. Tape storage, cataloguing and care.
   C. Splicing and editing
      Use of block or mechanical splicers.
   D. Patch and extension cords.
      1. Various terminals-RCA, pin, phone, phono. cannon, twist Adapters from one type to another.
      2. Simple repair of cords.
      3. Use of multiple jackbox.
   E. Headsets-demonstrate various types activated, brush, dynamic, wireless.
   F. Microphones-types, uses and bases.

III. Projectors-operation and simple maintenance.
   A. Motion picture-advantages and shortcomings of certain models.
   B. Other projections.
      1. slide-preparation of 2" x 2".
      2. filmstrip-synchronization with audio tapes.
      3. loop - Magicartridge.
      4. Use of rear projection screen.
      5. Use of remote control.
      Materials available for projection.
   C. Overhead-different types.
      1. Preparation and use of transparencies-overlays.
      2. Preprinted packet for foreign languages available.
      3. Colors and other accessories.
   D. Transparency maker-copiers
      operation and use.
   E. Opaque projector-use and limitations
      postal cards, books, plates, tests.
   F. Mobile carts with outlets.

ALL PARTICIPANTS MUST DEMONSTRATE PROFICIENCY IN THE OPERATION OF DEVICES AND EQUIPMENT UTILIZED.

IV. Self Instructional Devices
   A. Audio tape and booklet - Temac
   B. Visual - audio - lingual - Familia Fermandez
   C. Filmstrip and audio tape - Circling the Globe - Berlitz Pathescope

V. Instructional Television
   Video recordings - use in the language class.
   A brief description of ITV and Dial Select systems.

VI. Demonstration of Language Lesson by Closed Circuit T.V.
   Participants will closely observe operation of a complete Language Laboratory.

Management and Use of Lab.

1. Someone in charge to see that equipment is properly handled and stored. Use inventory chart to indicate removal of any item.
2. Regular schedules should be maintained for use of lab.
3. Each position should be numerically identifiable.
4. Workshops or other proper training should be provided by the installer of equipment.
5. Adequate teacher time must be provided for planning lab utilization and for preparing materials.
6. Standard directions in the foreign language should be used.
7. Drill should not be long; should concentrate on the one concept.
8. Lab work must be clearly related to class work. Most texts now have accompanying tapes.
9. Follow-up work after use of lab is quite beneficial.
10. Laboratory facilities can also be effectively utilized for:
    a. Oral lingual testing.
    b. Dictation exercises.
    c. Listening comprehension tests.
    d. Music, poetry and drama selections.

Participants will practice making tape recordings. They will, also, be required to record a script which they will develop in their work in the Applied Linguistics course and the Pattern Sentence Practice.

Recordings may also be made of materials prepared for use with participants own texts.

In some cases a Proposal for Language Laboratories may be submitted in lieu of the required script development and recording.

Reading assignments will be made from selected references and a test will be given to cover the course material.

TEXTS:
1. The Language Laboratory and Modern Language Teaching, Stock.
2. The Language Laboratory - Hutchinson.
3. Language Laboratory Facilities - Hayes.

APPENDIX H

Questionnaires

PARTICIPANT INTERVIEW FORM

Participant ____

CATEGORÍAS

1. Lectura de un párrafo y de unos versos
2. Preguntas simples: familia, viaje
3. Preguntas profesionales: experiencia, preparación; si ha enseñado una clase de cultura, ¿qué incluiría?; números....
4. Preguntas culturales: ¿Cuáles países de Hispano-América quisiera visitar? ¿Por qué?
   España.....algo sobre política
5. ¿Qué espera sacar del instituto?
   ¿Por qué solicitó venir?

CALIFICACIÓN

	Excelente	muy bien	bien	regular	deficiente
1. Pronta comprensión					
2. Pronta contestación					
3. Pronunciación					
4. Construcción					
5. Vocabulario					
6. Ilustración general					

Observaciones:

Hispano-American & North American Cultures & Civilizations

Sagul

1st meeting

Kindly check, TRUE or FALSE after the first set of statements: -

Negative Opinions of North Americans

1) They are generally thoughtless of others Yes ___ No ___
2) They think that they are superior to Latins Yes No
3) They generally talk loud and fast Yes No
4) They are generally clannish when they are in Latin America Yes No
5) They do not dress properly Yes No
6) They do not greet people properly Yes No
7) They do not understand Latin American history, traditions and customs Yes No
8) They are not aware of their part in North American-Latin American relations Yes No
9) They try to impose their own way of living on Latins, e.g., A working day from 8 a.m. to 5 p.m. Yes No
10) They expect special care and attention Yes No
11) They are disorderly in personal appearance Yes No
12) They don't speak Spanish when they go to Latin America Yes No
13) They tend to act as if all Latin American countries were merely parts of a single country Yes No
14) They are not aware that Latins also consider themselves Americans (North & South America) Yes No
15) They tend to be disrespectful of the things which Latins consider important Yes No

######################

Add to this list five other failings which you know or have heard about North Americans:

1)
2)
3)
4)
5)

Segal

Positive Opinions of North Americans

1)	They are rarely late for appointments	Yes ___	No ___
2)	They are generally people that you can trust	Yes	No
3)	They do not always show off their money	Yes	No
4)	Students tend to study very much when attending school in Latin America	Yes	No
5)	They introduce their friends when they should	Yes	No
6)	They do not tend to make promises they don't keep	Yes	No
7)	They try not to give more advice than they should	Yes	No
8)	They do not set a bad example to native students their own age (American students in Latin America)	Yes	No
9)	They bring gifts when they should	Yes	No
10)	They are not anti-Catholic	Yes	No
11)	They have enough respect for older people	Yes	No

###########

List here at least five good qualities that you know or have heard of in North Americans:

1)

2)

3)

4)

5)

NAME: ____________________________

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

EPDA INSTITUTE

Questionnaire for Language Lab Techniques

INSTRUCTIONS

A. In order to more effectively serve your needs it would be useful to have the following information:

1. Years of language teaching ____________________________
____
2. What Spanish classes are you presently teaching? __________
____
3. What basic text do you use? ____________________________
____
4. Do the texts have accompanying tapes? ____________________
____
5. Do you use any audio tapes with course instructions? ______
____
6. Do you use a language laboratory? ______________________
What type? ____________________________
7. How frequently do you use language lab audio devices? _____
____
8. What is the make of tape recorders generally used? ________
____

see page 2

B. Indicate by the appropriate number whether you are (1) qui familiar, (2) somewhat familiar, (3) no experience with the following audio-visuals and electro-mechanical techniques:

	1	2	3	
1. Audio-labs with master control				1.
2. Tape recorders				2.
3. Recording with microphones				3.
4. Duplicating				4.
5. Tapes				5.
6. Sound synchronizers				6.
7. Recording sound track from:				7.
a) Films				a)
b) Radio				b)
c) Television				c)
d) Phonographs				d)
8. Use of various recorder accessories:				8.
a) Recording tape				a)
b) Splicing				b)
c) Erasing				c)
d) Care and preparation				d)
9. Projectors				9.
a) Films				a)
b) Filmstrips				b)
c) Slides				c)
d) Opaque				d)
10. Use of:				10.
a) Photo copier				a)
b) Transparency maker				b)
c) Ditto machine				c)
d) Others				d)

UNIVERSITY OF DAYTON

Dayton, Ohio
45409

EPDA EVALUATION FROM DIRECTOR AND STAFF OF EPDA INSTITUTE

NAME OF APPLICANT ______________________________

ADDRESS OF APPLICANT ______________________________

Please mark (x) the appropriate box to indicate your general opinion of this applicant's ability and fitness for an overseas institute as indicated by his standing in your institute.

	Top 5%	Top 10%	Top Third	Middle Third	Lowest Third	Remarks
Oral Command (Spanish)						
Oral Command (English)						
Written Command (Spanish)						
Written Command (English)						
Teaching Potential						
Cooperativeness						

Please mark (x) the box which in your opinion best describes the usual attitude of the applicant or underline appropriate descriptions.

A. 1. Outgoing or at least pleasant, positive in his outlook, happy 1. ☐
   2. Indifferent to others, passive and noncommittal, vacillating in mood 2. ☐
   3. Hostile, negative and hypercritical, sullen 3. ☐

B. 1. Feels and shows appreciation 1. ☐
   2. Takes favors for granted 2. ☐
   3. Unappreciative 3. ☐

C. 1. Refined and well mannered 1. ☐
   2. Sometimes discourteous 2. ☐
   3. Rude and uncouth 3. ☐

Considering the necessity of cooperating with a large group and of adjusting to new situations that require tact, social sensitivity, maturity, professional conduct, and integrity during school year activities, if I were the principal or superintendent of the participant's school I should be:

1. Eager ☐
2. Willing ☐
3. Reluctant ☐

to have this participant as a teacher in my school.

Would the participant represent his profession in a favorable light within any American community?

Yes ______

No ______

Is he ready to derive maximum benefit from a more advanced Institute?

Yes ______

No ______

Please give a general evaluation of the personal qualities of this participant according to this Code.

		Check One
A. Highly recommended	A.	☐
B. Recommended	B.	☐
C. Recommended with reservations	C.	☐
D. Not recommended	D.	☐

Please write 20 to 30 words of overall evaluation, including your assessment of applicant's

A. Personality B. Degree of emotional stability and C. Degree of assimilation to the culture of the United States.

____

____

____

____

____

______________________________ ______________________________

DATE SIGNATURE OF DIRECTOR

HISPANO-AMERICAN & NORTH AMERICAN CULTURES

Profile, August 8, 1969

1. I have been in the U.S.A. the following number of years __________

2. My country of origin is ___________________________

3. I have changed some of my opinions about Americans since I have been attending the Spanish Institute True__ False___ Neither___

About North Americans

Please write your comments about the following statements:

1. They are rarely late for appointments ______________________________

   ____

   ____

2. They do not show off their money ______________________________________

   ____

   ____

3. U. S. students tend to study very much when attending a school in Latin America ____

   ____

   ____

4. They introduce their friends when they should _________________________

   ____

   ____

5. They help you when you ask for help ___________________________________

   ____

   ____

6. They try not to give more advice than they should ____________________

   ____

   ____

7. They are people that you can generally trust____________________

____

____

8. They are generally moody; have no sense of humor______________

____

____

9. They are generous, generally democratic, broadminded, fair________

____

____

10. They are generally materialistic______________________

____

____

11. They have enough respect for older people_________________

____

____

12. Americans describe themselves as well as they can in an effort to let others know them__________________________

____

____

13. Americans talk as much as possible about their feelings__________

____

____

14. Americans try to be completely involved in what they are doing______

____

____

15. Americans always seek confirmation and don't assume that they have been understood__________________________

____

____

16. Americans don't permit interruptions while talking________________

____

____

17. Americans are sensitive as to when it is al~~l~~right to respond and relate themselves to what has gone on__________________________

____

____

18. Americans are particularly sensitive to the barriers that prevent foreigners from listening______________________________________

____

____

19. Americans don't like to play God or helpful chairmen or teachers or group leaders. They like to be themselves.__________________

____

____

20. Americans are sincere friends with everybody____________________

____

____

21. North Americans tend to be disrespectful of things which Latins consider important____

____

____

22. They are not interested in Latin culture_______________________

____

____

23. They tend to act as if all Latin America were one country__________

____

____

24. They care too much about making money

25. They are disorderly in personal appearance

26. They expect special care and attention

27. They try to impose their own way of living on Latins, e.g., a working day of 8 to 5 p.m.

28. They take Latin America for granted

29. They are not aware that Latins also consider themselves as Americans

30. They are not interested in Latin American history, traditions, and customs

31. They do not greet people properly

32. They do not dress properly____________________

____

____

33. They think that their government is always right____________________

____

____

34. They generally talk loud and fast____________________

____

____

35. They think that they are superior to Latins____________________

____

____

36. They drink too much____________________

____

____

37. They worry too much about making money____________________

____

____

38. They have misconceptions about Latin American governments____________________

____

____

39. They are not affectionate towards relatives, etc.____________________

____

____

40. They are not interested in Latin American culture____________________

____

____

If the Institute has changed your ideas of Americans, please state in what way:

____

____

____

____

____

____

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

EPDA SPANISH INSTITUTE

Dear Educator:

You are asked to give us an honest and meaningful evaluation of this EPDA Institute. Unless you wish to do so, you do not have to sign this form which will be treated as confidential and used as guidance for future institutes. In answering these, remember that this institute is for native speakers of Spanish teaching Spanish in North American high schools, grades 7 - 12 and the program was prepared for participants of those qualifications. Remember also that the special purpose of this EPDA Institute was to increase teaching effectiveness in a Spanish class conducted by you native speakers in high schools of the United States by means of the basic principles of linguistics applied to English and Spanish in parallel, constructive contrasts of both cultures and in what is similar as well as what is different in both, the observation of a system of instruction used by an expert, the opportunity to attempt use of this system in the demonstration class subject to the immediate corrections or criticism of an expert, understanding the application of the advantages offered by known audio-visual methods and practice in oral and written English as a vehicle of communication in the teaching of your mother tongue. Also, please have in mind that this institute was not conducted for your personal advantage (summer schools are available for this), but rather for your improvement as a teacher.

I. GENERAL

a. Were you familiar with the objectives of Education Professions Development Act and of EPDA Institute before coming to Dayton? Yes ____ No ____

b. Considering the characteristics and pecularities of this institute, do you feel you applied to the right institute? Yes ____ No. ____

c. How long ago were you a full time student in residence in a North American college? Years ________

d. How long ago were you a full time student in residence in your native country University? Years ________

II. INSTRUCTION

1. For each course or activity indicate whether the time devoted was too much (T); about right (R); or not enough (N). Next to each line write a number according to the key below, to indicate your estimate of each course or activity.

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

REMARKS:

a. Applied Linguistics (Egea)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

b. Demonstration (Guillén)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

c. Methods Workshops (Guillén)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

d. Cultures in Contrast (Ruppel)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

e. English Composition (McNally)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

f. English Conversation (McNally)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

g. Spanish Composition Methods (Scalise)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

h. Spanish Conversation Methods (Scalise)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

i. Language Lab Techniques (DeSalvo)
T ___
N ___
R ___
Content ___
Presentation ___
Schedule ___
Importance to your needs ___

2. Materials	Too Much	Not Enough	About Right
a. Visitors (Publishing Companies)	___	___	___
b. Displays (Publishing Companies)	___	___	___
c. Demonstration (Publishing Companies)	___	___	___

3. Lecturers	**Good**	**Fair**	**Poor**
a. Public Relations and Press in U.S.A. (Mr. Joe McLaughlin, Director of Publicity, University of Dayton)	___	___	___
b. Law and Juridical Systems in the U.S.A. (Mr. Frank Thermes, Lawyer)	___	___	___
c. La Vida de las Palabras (Prof. Carlos Galdano, University of Dayton)	___	___	___
d. Techniques of Applied Linguistics in Teaching English as a Foreign Language (Dr. Paul Peterson, Chairman, Dept. of Languages, Gannon College)	___	___	___

4. Intensive practice in English (McNally)

T ___ Content ___
N ___ Schedule ___
R ___ Importance to your needs ___

5. Remedial Work

T ___ Content ___
N ___ Schedule ___
R ___ Importance to your needs ___

6. Laboratory Conversations

T ___ Content ___
N ___ Schedule ___
R ___ Importance to your needs ___

j. In general, what is your opinion as to the manner in which the instructional side of the Institute was organized? (Check one)

Superior 6 ___ Good 4 ___ Poor 2 ___
Very Good 5 ___ Fair 3 ___ Very Poor 1 ___

k. Which courses were most beneficial to you? (Indicate priority as 1, 2, 3, 4, 5, 6, 7, 8, 9.)

a. Applied Linguistics ____
b. Demonstration ____
c. Methods Workshop ____
d. Cultures in Contrast ____
e. English Composition ____
f. English Conversation ____
g. Spanish Composition Methods ____
h. Spanish Conversation Methods ____
i. Language Lab Techniques ____

Why? ____

____

____

____

____

l. Bearing in mind the general purpose and specific objectives of the EPDA Institute (upgrade your English and North American competency and improve your techniques of teaching Spanish), do you feel that some courses could be improved? In what specific way? ____________

____

____

____

____

____

1. Did you avail yourself of the opportunity to use the lab for individual practice? Yes ____ No ____
About how many hours per week? Hours ________

2. Homework

	Too Much	Not Enough	About Right
1. Applied Linguistics	________	________	________
2. Demonstration	________	________	________
3. Methods Workshop	________	________	________
4. Cultures in Contrast	________	________	________
5. English Composition	________	________	________
6. English Conversation	________	________	________

		Too much	Not Enough	About Right
7.	Spanish Composition Methods	______	______	______
8.	Spanish Conversation Methods	______	______	______
9.	Language Lab Techniques	______	______	______

Comments on Instruction: ____

____

____

____

____

____

III. ORGANIZATION - For each item or activity indicated give your opinion according to the key below.

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

a. Dates of Institute ____

b. Length of Institute ____

Remarks: ____

____

____

____

c. Daily Schedule

1. Compulsory Sunday Nights at the Movies ____
2. Saturdays and Sundays free ____
3. Compulsory attendance to picnics, song fests, instructional movies, lectures ____

Remarks: ____

____

____

____

d. Long weekend free the 4th of July ____

e. Limited exposure to Spanish ____

f. Use of English in all kinds of activities ____

Remarks: ____

g. Did you object to having to speak only English? Yes ____ No ____

h. Did you object to all the courses conducted in English? Yes ____ No ____

i. Did you object to having to stay with the group on weekends? Yes ____ No ____

If so, why? ____

IV. INSTRUCTIONAL FACILITIES

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

a. Faculty ____

b.

b. Space ____

c. Equipment ____

Comments: ____

V. LIVING ACCOMMODATIONS

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

a. Cost of room and board ____

b. Facilities in room ____

c. Facilities in building ____

d. Janitorial service ____

e. Rules concerning the discipline in the EPDA Institute ____

Comments: ____

____

____

____

VI. DINING FACILITIES

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

a. Cost of meals ____

b. Quality of food ____

c. Quantity of food ____

d. Separated dining room ____

Comments: ____

____

____

____

VII. RECREATIONAL FACILITIES

Superior	6	Good	4	Poor	2
Very Good	5	Fair	3	Very Poor	1

a. Evening programs ____

b. Speakers ____

c. Films ____

d. Films (Instructional) ____

e. Picnics ____

f. Field trips ____

g. Dances ____

h. Singing ____

j. What sort of recreational programs do you favor? (Check one)

Tightly organized ____
Loosely organized ____
Free ____

Comments: ____

____

____

____

____

____

VIII. VARIOUS

1. In which areas was the EPDA Spanish Institute particularly effective in upgrading your proficiency (Indicate order by numbers, starting with 1 as the highest number.)

a. Listening Comprehension ____

b. Speaking ____

c. Reading ____

d. Writing ____

e. Facility of expression ____

f. Applied Linguistics ____

g. Civilizations& Cultures in Contrast ____

h. Professional Preparation ____

2. As a whole, what kind of experience has the Spanish Institute been for you? (More than one can be checked)

Inspiring ____ Fruitful ____ Dull ____
Stimulating ____ Pleasant ____ Useless ____

3. Given the opportunity,

a. What would you add to this summer's program? ______________

b. What would you eliminate from this summer's program? __________

c. What would you modify in this summer's program? ____________

d. What activities did you miss? ____________________

4. What impact do you think your training at this institute may have in your school or area? (Explain if you have some definite notion.) ______

b. What impact do you think your attendance at this institute has produced in your attitude toward the United States? ______________________

c. What impact do you think your training at this institute has had on your comprehension about the North American educational system? ______

d. What impact do you think your training at this institute has had on your understanding of Americans in the United States? ______________

e. What impact do you think your attendance at this institute has had on you in any other field related to the United States of America?

f. What impact do you think your attendance at this institute has had on you in regard to your vocation as a teacher of Spanish in North American high schools? ____

____

____

g. What impact do you think your attendance at this Institute has had on you in regard to Education Professions Development Act (EPDA)? ________

____

____

____

____

____

h. Will you supervise a language program? Yes ____ No ____

i. Will you conduct a training program for other teachers? Yes ____ No ____

j. Do you have or will you have a language laboratory in your school? Yes ____ No ____

k. How many weekly hours of Spanish will you be teaching this fall? ________________

l. Would you like to return to the University of Dayton to complete graduate work? Yes ____ No ____

m. Do we have your permission to publish any good or adverse comments? Yes ____ No ____

n. May we quote you by name? Yes ____ No ____

If so, please sign here and print your name ________________________

____

5. Location of school or system:

a. In a city of 250,000 or more population ____

b. In a suburb of such a city ____

c. In a city of 50,000 to 250,000 population ____

d. In a suburb of such a city ____

e. In a city or town of 2,500 to 50,000 population ____

f. In a suburb of such a city or town ____

g. In a city or town of less than 2,500, or in a rural area ____

6. Estimate roughly the ethnic composition of the student body:

   a. White ________%

   b. Negro ________%

   c. Other: ____________________ ________%

7. About what percent of the student body are from Families marked by economic poverty? ________%

Additional Comments:

APPENDIX I

Demonstration Class
Correspondence
Students
and
Diploma

Section IX

EPDA INSTITUTE IN SPANISH
UNIVERSITY OF DAYTON
June 23 - August 8, 1969

May 14, 1969

Dear Parent:

If your child will enter the 7th, 8th or 9th grade next September, he will have an opportunity this summer to experience instruction in Spanish of the highest quality at no cost. This opportunity is made possible through an Education Professions Development Act Institute for teachers of Spanish. It will be held on the University of Dayton Campus from June 23 to August 8, 1969. This Institute will provide a Demonstration Class to be composed of local children who can give assurance of attendance each day, Monday through Friday, starting June 24 and ending August 6. For this Demonstration Class we can accept only a total of 25 students who have not previously studies Spanish and who will enter the 7th, 8th or 9th grade next fall.

If your child is to enter one of these grades in September, and if you would like him to have 7 weeks of the most competent instruction in Spanish that he is likely ever to encounter, and if he can attend classes regularly from June 24 to August 6, we shall be glad to consider him for our Demonstration Class on a "first come, first served" basis. Because of heavy demand, only one child can be accepted from any one family.

Simply fill out and sign the attached blank and mail it to me at your earliest convenience.

Sincerely yours,

Mario Saquel-Montalva
Director, EPDA Institute

MS:cac

EPDA INSTITUTE IN SPANISH
UNIVERSITY OF DAYTON
June 23 - August 8, 1969

Name of child ______________________________

School now attended ______________________________

Grade to enter September, 1969 ______________

PARENT'S STATEMENT

I wish my child, named above, to attend the Demonstration Class in Spanish at the University of Dayton from June 24 to August 6.

I understand that there is no cost involved, that text materials will be provided free, and that classes will be from 8:45 to 9:25 a.m., Mondays through Fridays, and that on Tuesdays and Thursdays there will be an additional laboratory period from 9:45 a.m. to 10:30 a.m.

If my child is accepted, I can give reasonable assurance that he will attend all class and laboratory sessions.

______________________ ______________________________
Date Parent's signature

____
Home address

____

____
Home phone number

Mail to: Mario Saquel-Montalva
Director, EPDA Institute
University of Dayton
Dayton, Ohio 45409

Phone: 461-5500, ext. 375

UNIVERSITY OF DAYTON
Dayton, Ohio 45409

Department of Languages
Spanish Institute
Education Professions Development Act (EPDA)

Dear Parent:

We are pleased to inform you that your child has been registered in the Demonstration Class to be held daily from June 24 to August 6 in our EPDA Spanish Institute at the University of Dayton. His schedule will be as follows:

Spanish Class -- 8:45 - 9:25 Daily
Laboratory - 9:45 -10:30 Tuesdays and Thursdays

Please note that the class will be held in room No. 121 in Miriam Hall. Laboratory sessions will be held in our language laboratory in the same building, room No.18. You are cordially invited to attend an informal meeting to be held in the faculty lounge, Miriam Hall, eighth floor on Monday, June 23 at 7:30 pm and to meet our master teachers, Professor Sid Guillén, Kentucky Southern College, Louisville, Kentucky, and Professor Ben DeSalvo, from Hall High School, West Hartford, Connecticut who will be teaching your child. Other members of the EPDA staff will be present. You will have the opportunity to meet them too. There will be a discussion of the aims of this Spanish Institute in general and of the Demonstration Class and Laboratory Techniques in particular. Incidentally, your child is welcome to attend the meeting, although this is not necessary since he will be adequately briefed before the first class on Tuesday, June 24.

Looking forward to the pleasure of making your acquaintance, I remain as your sincere servant.

Very truly yours,

Mario Saquel-Montalva, Director
EPDA Spanish Summer Institute

MS:cac

APPLICANTS FOR DEMONSTRATION CLASS

EPDA Spanish Institute

Allen, James Leonard	4592 Toni Drive Dayton, Ohio	268-3525
Beyers, Rhonda Kae	3026 S. Smithville Rd	254-2359
Bridgewater, Rosemary	206 Telford Avenue	298-5932
Cooney, Kevin	152 Victor Avenue	274-8878
Cousin, Michelle	745 Edgemont Avenue	223-4340
Davis, Peter Werner	202 Wisteria Drive	299-5213
Finley, Cynthia	1018 S. Broadway St.	222-1605
Hanneman, Patricia A.	936 New England Ave.	434-7383
Huffman, Helen Kathleen	R. R. #2 Box 180 Germantown, Ohio	855-2604
Katchman, Michael	5359 Denise Drive	434=3999
Kepes, Arthur Joseph	4741 Ackerman Blvd.	434-2580
Kinal, Lance	5554 Mark Dale Drive	434-7544
Kneeland, Mary Agnes	448 Canterbury Dr.	298-4807
Knowles, Dwayne	1247 Alwildy Ave.	228-3920
Minham, Louis	2283 Yorkshire Pl	298-4137
Powell, Lynda Ann	657 Wittshire Blvd.	299-5902
Pruzzo, Katherine Ellen	731 Devonshire Rd.	298-5912
Taylor, Karen L.	808 Olympian Circle	268-1149
Thompson, Estelle	1712 Knob Creek Dr.	268-2500
Turner, Michael E.	772 Heck Ave.	222-7925
Walker, Gale Travis	82 E. Dixon Ave.	298-2004
Walker, Martha Lynn	"	"
Webb, Kim Lanette	821 Burleigh Ave.	268-4853 or 263-4913
Zink, Mary Rose	4169 Swigart Road	426-3589

CLOSING EXERCISES
of the
University of Dayton
Spanish Summer Course

Miriam Hall Room 107

9:00 A. M.

PROGRAM

- I. Welcome by Professor Sid Guillén
- II. Spanish songs by the students and participants
- III. Presentation of Certificates
- IV. Refreshments
- V. Piñata

August 6, 1969

1850

University of Dayton

Dayton, Ohio

Educational Personnel Development Spanish Institute

Certificate

Under the terms of a contract with the United States Office of Education, it is hereby certified that

attended the Demonstration Class of the Spanish Institute (EPDA)
as a student of Spanish (Level 1, 7 weeks)

and successfully completed this part of the program of the Institute.

Sid D. Guillén
PROFESSOR OF DEMONSTRATION

DIRECTOR OF THE INSTITUTE

UDP-654

APPENDIX J

Other Official Correspondence

Section X

May 13, 1969

Dr. Eugene Savaiano
Secretary-Treasurer, AATSP
Wichita State University
Wichita, Kansas 67208

Dear Dr. Savaiano:

As you requested, I am enclosing a list of all our participants to the EPDA Institute to be held this summer from June 23 to August 8. I am enclosing, too, a brochure of the said institute. I share with you my hopes that EPDA will keep up the good work that NDEA used to do in behalf of higher education and language instruction in the country.

Very truly yours,

Mario Saquel-Montalva, Director
EPDA Summer Spanish Institute

MS:cac

Enclosed: List of participants
Brochure of Institute

UNIVERSITY OF DAYTON
DAYTON, OHIO 45409

DEPARTMENT OF LANGUAGES
SPANISH INSTITUTE EPDA

Dear Director:

As I have been informed about your coming EPDA Summer Spanish Institute, you are informed about mine to be held here at the University of Dayton. I am sure it has come to your attention that my Institute is devised for teachers of Spanish in high schools across the nation who are native speakers of our target language. Our Institute aims to improve the teaching of Spanish as well as English and learn the new methods and aids conducive to better teaching and to a better understanding of several differences the native Spanish speakers are not fully aware of, thus impeding themselves from fruitful teaching. One thing, among others, that makes things difficult for these teachers is that they don't fully understand some terminology of our own profession, laws and rights, and consequently persons or institutions to whom or which they would apply. I recall that this happened to me personally.

It is my idea that many of these native speaker teachers of Spanish are going to apply to your Institute instead of to mine and thus making your task more difficult and complicated. In order to simply this situation on behalf of all of us, I respectfully ask you to refer to this Institute all those applicants that, being native speakers, don't fit within the requirements established in your project. In this way at the same time we shall have an almost accurate census of how many of these teachers are in need of help through EPDA.

Since now, I am grateful of your kindness for the attention you have given to this letter and the burden you will take in referring the people to our Institute.

Sincerely yours,

Mario Saquel
Director
EPDA Summer Spanish Institute

MS:mjg

July 15, 1969

Measurement Research Center
EPDA Processing Section
P. O. Box 30
Iowa City, Iowa 52240

Gentlemen:

We have forty (40) participants attending the EPDA Spanish Institute at the University of Dayton from June 23 to August 8, 1969.

We are enclosing forty (40) forms completed by these forty participants.

Sincerely,

Mario Saquel-Montalva
Director
EPDA Spanish Institute

MS:mjg
Encls. (40)

APPENDIX K

Final Grade
and
Diploma

Section XI

GRADES NAME	Linguistics	Methods and Demonstration	Cultures In Contrast	English Composition and English Conversation	Spanish Composition and Methods	Laboratory	Final Grade
ALVAREZ, Bruno O.	C+	B-	B	B	B-	B-	B-
ASTUDILLO, Jose M.	C-	C-	D	B	C-	B-	C
CARDENAS, Hugo W.	B	B-	B	A	B-	B	B
DADER, Alvaro G.	B	B-	B	B	B-	B	B
Diaz, Anibal T.	B	B	C	B	B	B+	B
FAS, Miguel	B-	C	C	B	C	B-	C+
FERNANDEZ, Emma L.	B-	B	A	B	B	B	B
GARRIGA, Francisco	B-	B-	B	B	B-	B+	B
HANEY, Maria D.	B-	C+	B	A	C+	B-	B
HEVIA, Carlos	B-	B-	B	B	B-	B	B
LAUVER, Paul	B	B	A	A	B	B+	B+
LAWRENCE, Leonor A.	B+	B	A	A	B	B	B+
LOVE, Lilian B.	B-	B-	B	A	B-	B	B
LOZA, Luz B.	B-	B-	B	B	B-	B	B
LUSTRE, Stella V.	C+	B	A	A	B	B	B+
MASVIDAL, Emma J.	B	B	A	B	B	B+	B+
MENA, Fidelia S.	B-	C	C	B	C	B-	C
PERERO, Mariano	A	B	B	B	B	B	B+
PEREZ, Brother Isaac R.	B	B	A	A	B	B	B+
dE PICKETT, Maria del C.	B-	B	B	A	B	B+	B+
PICO, Helia B.	A	A	A	A	A	A-	A
PINKSTON, Maria N.	A	A	A	A	A	A-	A
REUBEN, Maria E.	B	B+	A	A	B+	A-	A-
REYES, Juan	B-	B	A	A	B	B+	B+

NAME	Linguistics	Methods and Demonstration	Cultures In Contrast	English Composition and English Conversation	Spanish Composition and Methods	Laboratory	Final Grade
RIOSECO, Hector	B	B+	C	B	B+	B-	B-
RUIZ, Rene F.	A	B+	A	A	B+	A-	A-
SAEZ, Rubens D.	B	B	A	A	B	B	B+
SALADRIGAS, Carlos A.	B+	B	A	B	B	B+	B+
SANCHEZ, Eduardo A.	B-	B	A	A	B	B+	B+
SANTOS, Ana L.	B+	B+	A	B	B+	B+	B+
SOSA, Omelio T.	B	A	A	A	A	A-	A-
SUAREZ, Jose M.	B+	B	A	A	B	B+	A-
SUAREZ, Maria H.	B	B	A	A	B	B+	B+
TEJERA, Diego V.	B-	B	B	A	B	B-	B
VALENTIN, Ramon L.	B	B	A	A	B	B+	B+
VAZQUEZ, Jose C.	B-	C+	B	B	C+	B	B-
VELASQUEZ, Sister Maria	A-	A	A	A	A	B+	A-
VITORES, Julio (Brother)	B	B	A	A	B	B-	B+
VOSGERICHIAN, Minerva S.	A	A	A	A	A	A-	A
ZABALA, Enrique (Brother)	B	B	A	A	B	B	B+

University of Dayton

Dayton, Ohio

Educational Personnel Development Spanish Institute

Certificate

Under the terms of a contract with the United States Office of Education, it is hereby certified that

has participated in and successfully completed the postgraduate program

conducted by the Language Institute of this University between the dates of June 23 and August 8, 1969
under the Education Professions Development Act (EPDA Parts C and D).

DIRECTOR OF THE INSTITUTE

Raymond A. Roesch, S.M.
PRESIDENT OF THE UNIVERSITY

UDP-639 Rev.)

APPENDIX L

Follow-up
Partial Evaluation

Section XII

209 Eastwood Drive
Jacksonville, N.C. 28540
August 15, 1969

Dr. Mario Saquel-Montalva, Director
EPDA Institute in Spanish,
University of Dayton,
DAYTON, OHIO.

Dear Dr. Saquel:

In spite of my eager return home, I have not felt totally satisfied and happy until now that I write these lines to you as Director of the EPDA Spanish Institute.

There I studied subjects that have provided me with new knowledge and techniques to improve the teaching of my native language, Spanish, to which I have dedicated myself for the past two years.

But at the same time, I spent a splendid and amusing summer among new friends and professors and you, the Director, that lifted my low spirits, the spirits of an expatriated person.

It is for that, that I esteem it my duty, as an urgent and inmost pleasure, to express by writing my previously manifested sentiments and once again to you as the insuperable Director of the Institute my imperishable gratitude.

Respectfully I entreat you to make the contents of this letter known to each and everyone of the professors and also to the auxiliary personnel of your office, all so courteous and diligent, whom it will be impossible for me to forget.

I equally ask you to thank your dear wife who shared with us, the participants of the Institute, many of the cultural and social activities.

I consider myself deeply obligated to you and please allow me to offer my respect and my affection to you and likewise to all mentioned above.

Sincerely yours,

Rubens D. Saez

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

September 4, 1969

Professor Mario Saquel-Montalva
Department of Languages
University of Dayton
Dayton, Ohio 45409

Dear Professor Saquel-Montalva:

I have just talked to Mr. Rubens Sáez who was one of the participants in the summer institute in Dayton, Ohio. He is very pleased with the program and the way it was conducted throughout the entire session. Since I had ample opportunity to speak with him, I have realized the profound changes he has gone through from last year. He has come out from the institute with a better understanding of foreign language teaching; he is now more aware of the structure of his own language, too, and the courses that he has taken in the institute have motivated him to continue to study new methods and techniques to reach each and every one of his students.

I thought that you would be interested in knowing the reaction that one participant had to your institute.

I trust that in the summers to come you will direct other institutes that will be equally successful.

Sincerely yours,

José M. Infante
Associate State Supervisor
Foreign Languages

JMI/dm